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ABSTRACT

This volume is a collection of articles, activities and resources in the foreign language field from both state and national sources. The collection deals with teaching methods, trends in the field, instructional materials, learning activities and creative student work. Various kinds of resources for foreign language teachers, including audiovisual aids and resource organizations, are also described, and addresses for information and ordering are provided. The chapter headings are as follows: (1) General Language; (2) Spanish; (3) French; (4) German; (5) Miscellaneous; (6) Summer Workshops; (7) Publications; and (8) Contributors. (CFM)

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OF FOREIGN LANGUAGE AIDS

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APRIL 77 VOL. III

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STRAW DOLLIES

The intricate art of making straw dollies is a most superstitious Scottish folk craft. The dollies represent the double symbol of hope and thanksgiving. For good luck, the dolly must be made and displayed in every farmer's house at the beginning of the harvest season. It would be a bad omen to destroy this dolly before the next harvest. It is the resting place of the seeds' spirit. The life force of the field lives in the dolly. Made of unhusked grain heads and stems, dollies vary in design and are constructed by braiding stems and tieing shafts of grain heads. Often straw birds are perched somewhere on the dolly.

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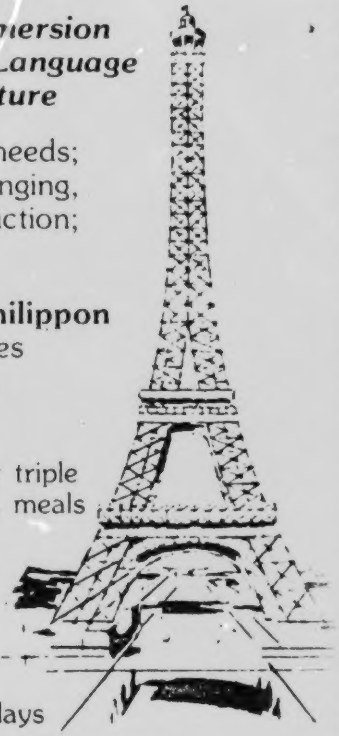

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TABLE OF CONTENTS

GENERAL LANGUAGE....................(green) pages 1 - 50
SPANISH.............................(gold) 51 - 62
FRENCH..............................(blue) 63 - 70
GERMAN..............................(salmon) 71 - 80
MISCELLANEOUS.......................(gray) 81 - 89
SUMMER WORKSHOPS....................(white) 90 - 91
PUBLICATIONS........................(white) 92 - 93
CONTRIBUTORS........................(white) 94 - 95

The CFLTA POTPOURRI of Foreign Language Aids is an extensive collection of informative articles in the foreign language field from both State and National sources. Articles concerning trends in the field, resources for the foreign language teacher, outstanding creative student work and lists of audio-visual teaching aids have been selected and compiled by CFLTA News Editor and Spanish teacher, Susan Lister.

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GENERAL

IT WILL HELP YOU AS A
FOREIGN-LANGUAGE LEARNER TO KNOW THAT:

1. With suitable effort and application, a foreign language can be learned by almost anyone, even though some will learn faster than others. Attention, effort, and daily work will produce learning even if foreign language is not your best or favorite class.

2. It is important whenever possible to remember the meanings conveyed by the foreign language and to think of these meanings while practicing.

3. It is important to try to understand any explanations that are given about the foreign language and the way it is put together and to remember these explanations while trying to learn. It is also useful for you to try to work out these explanations for yourself on the basis of examples of the language and their meanings.

4. Ways of pronouncing and expressing meaning may be quite different from those of your native language; you should try to put yourself in the place of a speaker of the foreign language and think and speak like that person.

5. In learning new material, it may help to create arbitrary associations or "memory aids," at least on a temporary basis, that will provide cues to later recall (like f-a-c-e in learning the music staff or a verse like "30 days hath September...").

6. You should try to remember previously learned material with a minimum of references to cues and prompts, such as translations of words. If you seem to have forgotten something, it should be relearned; such relearning will become easier as time goes on.

7. The use of the language should be practiced in varied meaningful contexts (like paired conversation practices or small-group role-playing or games); continued practice of this sort will make the language seem habitual.

This information, with a few changes in language, is taken from John B. Carroll, "Learning Theory for the Classroom Teacher," in Gilbert A. Jarvis, editor, *The Challenge of Communication*, The ACTFL Review of Foreign Language Education, Vol.6 (Skokie, Illinois: The National Textbook Company, 1974), pages 143-144.

TONGUE-TIED (This editorial appeared in New York *Times*, May 1976)

There may be a correlation between the recently announced sharp drop in verbal-aptitude scores among high school graduates and our decreasing interest in foreign languages and cultures. In the 1950s, when students were proficient in vocabulary and reading comprehension, there was a foreign-language requirement.

Many overly optimistic Americans have since been deluded into believing that English reigns everywhere supreme and that language study is no longer relevant. In 1966, according to a survey of some 1200 colleges by the Modern Language Association, 89 per cent reported a bachelor-of-arts language requirement. By 1974-75, the figure had dropped to 53 percent.

My hunch that verbal-aptitude scores are related to this trend deserves further scientific inquiry. Meanwhile, *some* kind of minimal foreign-language competency should be asked of all liberal-arts students. Not only because English is far from universal in the world or because such studies are known to reinforce correct English usage, but because language learning is mind-expanding and offers deeper perceptions of the self and of one's place in the world.

Raymond J. Cormier, associate professor
Temple University

Americans learn foreign languages, when they learn them at all, late in life, and often lamely. Among the nations of the West, we have the reputation of being poor linguists, of having little interest in communication skills. Like other English speaking nations we are supposed to have a sometimes arrogant attitude toward other cultures and other tongues. It need not be so.

Generations who have regarded language study as formidable and difficult, subject matter for only the elite and profession-bound student, have cheated our children of the opportunity for early and routine misery of foreign tongues.

The results show in our own language. Children who study foreign languages grasp their own with greater ease and skill. Often the achievement of American public schools in English skills borders on the shameful. In the last decade, a good many US colleges and universities have been driven to offer remedial English to entrants. In part, this is due to the disappearance of required foreign languages and systematic, scientific grammar instruction from our school programs.

If American students were offered the chance to learn languages early, and were expected to learn them well, we would see that we are not so lacking in talent as we suppose. The very young take well to bilingual experience. With the opportunity made nearly universal, the most difficult blockades in language learning would be overcome before the students reached the upper grades, with their more exacting requirements. The idea that languages are inherently difficult, the possession of an elite, could disappear in a generation.

Achievement represents power, pride, security and independence; to allow the young to bypass it, to arrive at adolescence without communication skills, is a sorry neglect of our responsibilities.

Consider our Spanish speaking miniorities alone: Their language heritage should be an advantage, a psychological boost, and the chance to develop the basis of a useful, salable skill.

The cost of such programs would be great. But the benefits would be equally great, the more so when we consider the spinoff to English and the general improvement of academic performance created by systematic language study.

A student accustomed to thinking clearly and accurately about language achieves more in all subjects which require reading. This definitely includes vocational subjects. Language is, after all, the basis of all socially useful skills.

No one has yet considered the possibility that a large part of what is wrong with our schools could be solved by intensive effort in language training. The fact that from such early programs a great many students would reach adulthood with a working knowledge of at least one foreign language is only a part, though a significant part, of the bonus.

But isn't grammar, in any language, a difficult, old fashioned, boring subject? Not unless it is taught by difficult, old fashioned, boring people.

Grammar is the only systematic way we have to describe and understand the living, changing magic of a modern language. Properly approached, it is an exciting adventure. Like mathematics, it often is ruined by teachers whose enthusiasm and interest are worn out, or never existed.

To simply ignore grammar--as recently we have done in many schools--creates generations who can never read, speak or listen fluently and accurately, in their own language or any other.

We need a "new grammar" just as we need a "new math." In fact, neither is new; rather, they are more real and true to their purpose than the tired old school subjects we remember.

If our younger generations deserve to develop basic competencies to deal with life and living, if our world and nation need citizens who are at home in it, then the intensive language programs I advocate are a necessity, long put off and now more urgent than ever.

Democracy in our nation, and peace in our world, depend on developing the resources of all citizens. Both are endangered when learning and communication skills are the property of the few. Besides, the personal joys of learning ought not to be denied to children, as is often the case. The responsibility is ours and the time, more than ever, is now.

GRAMMAR RULES IS IMPORTANT

Each pronoun agrees with their antecedent. Just between you and I, case is important. Verbs has to agree with their subjects. Watch out for irregular verbs which has cropped into our language. Don't use no double negatives. A writer mustn't shift your point of view. When dangling, don't use participles. Join clauses good, like a conjunction should. Don't use a run-on sentence you got to punctuate it.

About sentences fragments. In letters themes reports articles and stuff like that we use commas to keeps a string of items apart. Don't use commas, which aren't necessary. Its important to use apostrophe's right. Check to see if you have any words out. In my opinion I think that an author when he is writing shouldn't get into the habit of making use of too many unnecessary words that he does not really need. And, of course, there's that old one: never use a preposition to end a sentence with. Last but not least, lay off clichés.

From: Robert B. Thomas, The Old Farmer's 1975 Almanac as quoted in Elan: Newsletter of the B.C. Assoc. of Teachers of Modern Languages, 26 (February 1975).

THE TRUBBLE WYTH SPELLING

English spelling doesn't follow any rules...It's dumb that I sumbtimes think it must have been invented by fules...How can you figure out what's what?...When words that ought to be spelled the same way are nhat?...It's hard to know whether spelling-inventors weren't quite bright...Or whether they spelled words every which way out of spight...If they did it deliberately, they were ghoulish...But if they didn't know any better, they were simply fhoulish...In any case, correcting spelling eros keeps English teachers busy...And looking up words in the dictionary sends the rest of us 'round in circles until we're dusy...You can't find the word your're looking up if you're not spelling it the way you should...Which you won't if your spelling is none too gould...English spelling being so bizarre...Being a poor speller doesn't mean that your I.Q. is below parre...Contrariwise, it may prove your intelligence is high...And this is wigh:...For example, the absurd way we spell "half"...Is enough to make any intelligent person lalf;...While putting an "l" into yolk...Is a jolk...As for the ridiculous way we spell "ache,"...It could only have happened by mistache...Urarguably, the "b" in "doubt"...Should have been left oubt,...While whoever dreamed up the nonsensical spelling for "juice"...Was a silly guice,...And whoever put the "g" in "gnat"...couldn't have been anthing but a gnut...Therefore, if spelling your mother tongue...Has you all unstrongue...Cheer up an take heart...It probably proves you are not stupid but smeart.

Jane Goodsell, quoted in American Flint

LANGUAGE LEARNING WOULD IMPROVE LIFE

In the past decade many educators and students in the United States have gradually given up one of the most valuable and challenging areas of study that is open to mankind. It is the study of language, the basic element of human relations and civilization.

There are many, many arguments in favor of language study, whether it is in English or a language foreign to us. Unfortunately it is hard to tell what caused this discouraging drop in the desire to learn how to communicate, particularly since it came at a time when the youth of the country seemed to put greater emphasis than ever on some forms of communication.

But then, their idea of communication seems to have been anything that comes through rock music and other purveyors of confusing noise.

In the meantime, the study of Latin has almost ceased to exist, and now that it is gone, what a pity. To a person who has some basic Latin training and relies on it daily for use in handling English or any other romance language, the fact that other people must struggle along without that background seems like a tragedy.

Philosophically, much of the joy to be found in the world is in the exploration of contrasts and comparisons. Yet, if one is familiar with only one language, the opportunities for variety are diminished to the point that descriptions and knowledge become all grey without contrast or color.

In teaching, one of the greatest tools is, again, contrast and comparison. If only English is taught in our schools, with what is there to compare it? The comparison of an English sentence with one in any other language can teach both more interesting.

Our tendency to ignore foreign languages at this time, must be part of a trend back to isolationism and trying to ignore the rest of the world, but again, what a tragedy! The world is there and we cannot ignore it!

If we cannot ignore it, then we should make it interesting. The study of languages, with the accompanying learning in culture and history, can do more to help us understand and appreciate our neighbors than anything else. If we do not understand other peoples' language, we can only assume that they understand us and our language.

By neglecting the study of languages we are short changing ourselves, and in the long run risking any hope we may have for building a peaceful and civilized world.

(Editorial printed in the Loveland, Colorado Daily Reporter-Harold--Tuesday, June 29, 1976.)

LANGUAGE USAGE IN THE U.S.

An advance report by the Census Bureau reveals that relatively few Americans are bilingual.

Nine out of every 10 persons in this country cannot speak a second language. Of those who can, English or Spanish is their second language. Other languages reported as the second language of a million or more persons age 4 or older include French, German and Italian.

Spanish is the most widely used second language in the United States, followed by English.

About 4 million persons report Spanish as their usual and primary language. Of the 8 million persons 4 years old or over for whom English is not their usual language, about 60% or 5 million report difficulty in speaking or understanding English. Difficulty with English was reported by 54% of the 4 million people whose usual language is Spanish. The next largest group after Spanish reporting a usual language other than English are those who speak Italian. Two-thirds of the 450,000 persons who usually speak Italian report some difficulty with English.

Reprinted from Parade magazine
September 12, 1976

FLES AND THE WORLD

There is reason to believe that foreign language instruction in elementary schools is rapidly increasing in international trends.

In 1928, the International Bureau of Education (IBE) published the results of a survey in which 50 countries were asked to indicate whether they had a foreign language program in elementary schools, and if so, to describe it. Out of 50 countries, only nine responded affirmatively; the United States was not one of the nine.

In 1958, the same survey was repeated by the I.B.E. and the United Nations Educational, Scientific, and Cultural Organization. This time 69 countries were polled. According to the published results, 29 out of 69 countries had such primary classes.

In 1961, the survey was once again repeated, and administered to the same 69 countries. The results indicated that 39 out of 69 countries offered a foreign language program for students nine years of age and younger. The following is a table representing the 39 countries which offered foreign languages in Elementary School classrooms in 1961.

COUNTRY OR REGION	Chief foreign language	Average Starting Age of Students
1. Argentina	English or French	7
2. Australia-Northern Terr.	English	6
3. Australia-Terr. of Papua and New Guinea	English	8
4. Australia-Trust Territory of Nauru	English	Below 6
5. Austria	English or French	10
6. Belgium	French or Flemish	8
7. Bulgaria	Russian	12
8. Byelorussian S.S.R.	Byelorussian or Russian	7-8
9. Canada	English or French	9
10. Ceylon	English	8-9
11. Denmark	English	7-8
12. Fed. Republic of Germany and West Berlin	English and French	9-10
13. Finland	Finish or Swedish	10
14. France	English	7
15. Hungary	Hungarian or Russian	6
16. India	Hindi or English	7
17. Indonesia	Bahas Indonesia	8
18. Israel	Hebrew or English	9-11
19. Italy	French or English	7
20. Kenya	English	8-9
21. Kuwait	English	10
22. Luxembourg	German and French	6-7
23. Madagascar and French-Medium African States	French or English	6
24. Morocco	French	8
25. Netherlands	French, German, English and Esperanto	9
26. Nigeria	English	6-7
27. Norway	English	12
28. Pakistan	English	8
29. Spain	French	5

30.	Sudan	French	5
31.	Sweden	English	11
32.	Switzerland	German or French	10
33.	Thailand	Chinese or English	10
34.	United Kingdom-England	French	10
35.	United Kingdom-Nor. Ire.	French, German or Irish	8
36.	United Kingdom-Scotland	English	7-8
37.	United Kindom-Wales	English or Welsh	7-8
38.	U.S.S.R.	Russian as 2nd language	6
39.	United States	Spanish or French	8-9

COURSE OFFERS THREE LANGUAGES

Kansas City, Mo.(AP)-At Winnetonka High School, students can study French, German and Spanish in one semester--and all in the same course.

Designed by three teachers at the school, the course stresses the ability to speak the three foreign languages rather than relying on traditional grammer or reading.

"It's survival skills in a foreign country. If they need to change money, order in a restaurant or ask where a rest room is, they know how," said Mrs. Vicki Barmann, French teacher for the program.

Mrs. Barmann and two other teachers said they began working on the program about three years ago after enrollments in foreign language classes declined at schools throughout the country.

U. OF I. PUBLISHES JOURNAL

The University of Illinois Unit for Foreign Languages Study and Research has begun publication of a new semi-annual entitled Studies in Language Learning. Articles include studies of all aspects of language acquisition. Subscriptions at $5.00 per year are available from the Unit for FL Study and Research, G-70 Building, University of Illinois, Urbana, Illinois 61801.

ANNOUNCING A NEW WAY TO SELL FOREIGN LANGUAGES

A new filmstrip/cassette entitled "Why Foreign Languages?" has been developed by the New York State Association of Foreign Language Teachers. In full color, with attractive illustrations, running 10 minutes, this package tells the foreign language story for today's students and parents. Written by Zenia da Silva, narrated by Leo Bernardo, and produced by a committee headed by Gladys Lipton, it is available from NYSAFLT, 1102 Ardsley Road, Schenectady, New York $11.00, including postage).

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Aware of the declining number of students studying foreign languages, particularly at the secondary school level, the Publications Committee of the Executive Council of ACTFL attempts to provide ideas and materials for the "recruitment" files of the FL teachers.

One suggestion, the use of a comic book to attract students to FL study, was created by a group of undergraduate students at Indiana University in completion of an assignment. Titled "The Continuing Story of Captain Fore Lang," the story is adapted from ideas presented by Frank M. Grittner in his book, Teaching Foreign Languages (New York, Harper + Row, 1969), pp. 22-38. Available for duplication, the caricatures concern a student, Harry, pondering selection of high school subjects. Suddenly Captain Fore Lang appears on the scene, and counteracts every negative statement by Harry toward FL study with a positive response. Among the reasons stressed for studying a foreign language are: its cultural value, its ability to help one to understand foreign movies, T.V. shows, and sports broadcast in the target language. Finally the value of FL study is presented by the mention of various careers where it can be used, such as in the Armed Services, the Peace Corps, the U.S. Department of State, etc. The fact that anyone can learn a foreign language is constantly stressed.

A second section of Promoting FL's deals specifically with suggestions for the promotion of Latin study. Pointing out the number of English words which evolve from Latin is one method of showing its importance. Potential students could also be made aware of the contribution of Latin study to vocabulary building and other word skills which improve reading. The authors also emphasize that "through Latin you will have an opportunity to develop a sense of the significant past by coming into contact with the Roman world" (p. 16).

Finally, in the third section of Promoting FL's, a list of books valuable in the advancement and promotion of FL study is presented. Among the most important of these are Student Motivation and the Foreign Language Teacher (Skokie, Ill., National Textbook Company, 1974), Frank M. Grittner, editor, amd "Foreign Languages and Careers," a reprint of the April 1974 Modern Language Journal article. An excellent tape entitled "What the People Who Know Have to Say About the Importance of Foreign Language Study" also appears valuable for use in the recruiting of language students, and is available at $5.95 from Dr. Eugene Savaiano at Wichita State University, Wichita, Kansas. 62708.

Especially in view of the diminishing numbers of students in many foreign language classrooms in our city, I feel that a look into the most progressive and effective methods of promoting foreign language study should be made by us all. Therefore, I would suggest that each foreign language teacher have a copy of Promoting FL's. Copies at $1.00 each, or at $.75 each for ten copies or more are available from the ACTFL Materials Center, 62 Fifth Ave., New York, N.Y. 10011.

INTERNATIONAL GUIDE AVAILABLE. A world-wide guide to private-home accomodations, either two-way or pay-as-you-go, along with information and instructions for reaching any of over 20,000 private homes ready to accept new friends, share new cultures is available through International Hospitality Exchange, Box 118, Del Mar, California 92014.

The Director of Admissions at the University of California has just announced that Journalism speech, and drama will not qualify from now on to replace the three years of English required for entrance to UC.

THE CARE AND FEEDING OF GUIDANCE COUNSELORS' OR HOW TO BEAT THE "YOU ONLY NEED TWO YEARS OF FOREIGN LANGUAGE" SYNDROME

Helen Z. Loew

I don't promise to have all the answers, but here are a few practical suggestions for better human relations that have worked for us at Half Hollow Hills School.

First and foremost, your attitude toward guidance personnel must be the same as toward any teacher of any discipline in your school. Guidance people are not "above" teachers nor, certainly are they "below" teachers in the rigidly structured echelons of the public school hierarchy. Guidance counselors are equals and should be treated as such. How often does one hear the lamentations of teachers--especially the FL teacher with decreasing enrollments--coupled with "guidance"? Remember, guidance is important in our public relations. A negative attitude is not conductive to a healthy relationship between FL and guidance and should be discouraged. In fact, more fraternization should be fostered. Counselors tend to be isolated from the faculty more than the regular classroom teacher.

Second, your program of positive action with guidance should be developed and executed. Our motto HELP THEM TO HELP YOU!

1. Offer your services to explain the FL program to the entire guidance staff early in the year and again at scheduling time. Our guidance department has weekly meetings for this purpose in the early fall.

2. Invite guidance personnel to your department meetings when pertinent items are being discussed.

3. Offer to place all transfer students by interviewing each one individually. This procedure avoids misplacement, rescheduling, general confusion, and relieves the counselor of a decision he often feels unqualified to make, especially when transcripts are not at hand.

4. Insist that no student be dropped from a course or his program changed without being interviewed by his teacher and chairman. This procedure has been announced each year to all members of both language and guidance departments, and has resulted in the formalization of the process by all departments this year in our school.

5. Insist on being included in parent interviews where FL is a major topic to help the counselor as well as the FL program or teacher involved.

6. Suggest that a liasion from guidance be appointed to handle FL matters. This has been done for all departments in our school.

7. Meet deadlines. If guidance asks for grade sheets, enrollment numbers, Advanced Placement applications, be sure they are in on time. Your next request will be answered in kind when your deadline is pressing and their cooperation is needed.

8. Assist guidance with the choice of college for your junior and senior students. Keep abreast of good FL programs at all local and national colleges. Your responsiblity is very great, since FL majors depend heavily on your advice as well as that of the counselor. If possible, arrange visits to the FL departments at local universities. Career counseling is also part of our job.

9. Take over the advisorship for summer study, travel, exchange, and work programs for students. Let guidance know that you are the resource person, and then collect materials. Relieve the guidance counselors of still another job!

LANGUAGE FOR PROFIT

More Firms Turn to Translation Experts to Avoid Costly, Embarassing Mistakes

(by G. Christian Hill, The Wall Street Journal, January 13, 1977.)

General Motors was puzzled by the lack of enthusiasm the introduction of its Chevrolet Nova automobile aroused among its Puerto Rican dealers. The reason, it turned out, was simple: Nova means star in Spanish, but when spoken it sounds like "no va," which means "it doesn't go." The company quickly changed the car's name to "Caribe" and it sold nicely.

Similarly, Parker Pen Co. once blitzed Latin America with an ad campaign that inadvertently maintained that a new ink would help prevent unwanted pregnancies.

These aren't the only companies to learn the close relationship between phraseology and profitability. With foreign trade growing increasingly significant to firms, foreign language--especially complex, legal, technical and financial terminology--also comes more into play. In addition, companies are realizing the importance of linguistic nuance in directing advertising toward non-English-speaking Americans as well as foreigners.

The result has been an explosion in demand for business and technical translation, a complex task whose practitioners range from individual freelancers to some sizable specialist firms. A few of the biggest--including Agnew Tech-Tran Inc. and AD-EX Translations International USA in California and All-Language Services, Inc. in New York City--report sevenfold to tenfold increases in their business over the past six years.

Translation of Whole Volumes

Heavy spending on development by Middle Eastern countries and detente with the Soviets have stimulated much of the growth. Control Data Corp., for instance, needed little or no Russian translation five years ago because it didn't see computers there. Now it has made big sales to the Russians, has more pending and is a major customer of Agnew Tech-Tran. 'Now we require translation of whole volumes of text, and this is just the beginning of our growth," a Control Data official says.

Another reason for the sharp increase in the importance of translation: Errors can sometimes be tragic. At one construction site in the Middle East, a worker was killed when a load of cement fell on him from a cement mixer. The accident was attributed to the translated operating manual for the mixer, which mistakenly said a lever should be pulled right, rather than left, according to the files of one translation service. Bad translations have also been blamed for structure collapses at two construction sites in the Middle East, the translation firm says.

Fortunately, most goofs are simply embarrassing failures to consider meanings or word nuances in a foreign language. For example, Otis Engineering Co. once raised Russian eyebrows with a poster at a Moscow trade show promising that its oil well completion equipment was just dandy for improving a person's sex life. Similarly, a Venezuelan ad for a U.S. made auto battery once slipped on a literal translation: It came out describing the battery as 'highly overrated."

Watching Illustrations

Even illustrations have to be watched; a picture that offends cultural or national sensibilities can mar otherwise accurate translation. McDonnell Douglas Corp., for example, produced an aircraft brochure for potential customers in India depicting some turbaned men. "It was politely pointed out to us that the turbans were distinctly Pakistani Moslem," a company spokesman says. The artist had copied the picture from an old National Geographic magazine.

The best defense against error, eyeryone seems to agree, is a translator who knows the current idiomatic use of the language, knows the culture of the country, has an intuitive knack for recreating American concepts in a foreign tongue, and understands the technical area in which he's working.

Good translators often have to rewrite whole passages rather than translating word for word: otherwise paraphrasing penned by professionals or technicians might appear as gibberish. Translators may also have to coin new words to describe highly technical matters in a language with no equivalent term. "Electronic pulse" in Farsi, for example, translates as "broken wave."

The cost of a major translation job can be stiff. Agnew Tech-Tran charged Hughes Aircraft Co. $350,000 to translate nearly two million words of specifications for French, German and English weapons into the languages of those countries.

More typical jobs, such as a major sales presentation of a lengthy technical report, might cost a company $25,000 to $40,000 at the larger translation firms. These firms pay their best translators $15.00 an hour, although those skilled in esoteric areas may make more. All-Language Services, for instance, recently spirited an English-speaking Japanese certified public accountant away form a New York accounting firm by more than doubling his salary to $60,000 a year.

With business booming, the translation services are getting many applicants. Irene Agnew, president of Agnew Tech-Tran, says she relies on a sixth sense to sniff out the good ones but concedes she sometimes fails. A few days after assigning a Japanese recruit the job of translating a vacuum cleaner manual into English, she got a letter from him which read in part:

"Dear Mrs. Agnew: some of the terminology in the manual are somewhat confusing as I have never heard of....Instead of becoming a menace to you and your well organized office, I am giving you my resignation in supine surrender manner."

CAREERS AND LANGUAGES

Career Awareness and Foreign Languages
(ACTFL Materials Center, 62 Fifth Ave. NY City NY10011, 1973)
Written to be used as an addition to the current foreign language curriculum in the junior high school, it focuses on the usefulness and practicality of a knowledge of a second language in terms of occupations where a foreign language is either essential or certainly an asset.

Foreign Language Occupations, by Florence Kennedy (15 page mimeographed $2.00(postage included) booklet) Available from: Susan Lister P.O. Box 5995 San José, CA 95150

Foreign Languages and Careers, An Outline; Roland Hamilton, Susan Lister. To obtain additional copies contact: Susan Lister; P.O. Box 5995, San José, CA 95150

Career Exploration: Exploring Careers in International Travel, Trade and Communications. Part of a series produced by Cincinnati Public Schools for a project to provide Career Exploration for students in grades 9 and 10.

The brochure, "A Career in Foreign Language Teaching," Dept. of Foreign Languages, NEA, is out of print.

LANGUAGE GAP CITED IN GOVERNMENT REPORT

(Reprinted from the LINGUISTIC REPORTER, Vol. 16, No.2.)

The existence of a growing discrepancy between the supply of and demand for personnel with foreign language proficiency in governmental agencies with overseas offices has been acknowledged by a report entitled "Need to Improve Language Training Programs and Assignments for U.S. Government Personnel Overseas." The report was prepared specifically for Congress by the U.S. Comptroller General and cites numerous examples of poorly staffed language-essential positions in various government agencies' offices abroad.

The following is a brief description of some of the examples given in the report:

* Only 59% of the State Department's language-essential positions in Europe are adequately filled.

* A survey of language-essential positions in U.S. embassies in the Near East and South Asia shows that only 45% of these positions are filled by linguistically adequate personnel.

* The U.S. Information Agency's Far East offices contain 90 language-essential positions. Of these, only 30 are filled by linguistically qualified persons.

* Only 15% of U.S. Army positions which require proficiency in the Thai language are filled by persons with adequate language proficiency.

* Nearly 57% of the language-essential positions in the Agency for International Development (AID) are held by persons with inadequate language proficiency.

* As of fiscal year 1971, there were 46 language-essential positions in overseas offices of Foreign Agricultural Service. Of these, 54% were held by persons who had only a "limited working proficiency" in the local languages.

Although the report makes no recommendations for closing this language gap, it does stress that there is a need for placing more emphasis on either assigning language-proficient personnel overseas or providing more opportunities for personnel to receive adequate language training before being appointed to overseas assignments.

STATE REWARDS LANGUAGE SKILL

SACRAMENTO(UPI)--State employees who use a foreign language an an important part of their jobs will be paid ad additional $30 per month under action taken yesterday by the state Personnel Board.

Board President William Gianelli said the action was aimed at compensating employees for their language skill and improving services to citizens not fluent in English.

San Diego, Friday, January 7, 1977

TEACHER COMPETENCIES OUTLINED

(Reprinted from the LINGUISTIC REPORTER, Vol. 25, 8.)

Recently, the Center for Applied Linguistics was requested by the Child Development Associate Consortium to research some general and specific competencies desirable in an individual working with culturally and linguistically different. As a result of this research, the following general competencies were identifed:

* Understand the language and culture of both home and school.

* Recognize the differences between these systems as well as the potential conflicts and the opportunities they may create for children.

* Know methods and possess skills for adding the necessary features of school language and culture to the child's experience and understanding without endangering his concept of himself, his home, or his community.

* Show willingness and flexibility to learn from working with linguistically and culturally different children.

The specific competencies ascribed to by the Center for Applied Linguistics for persons working with Mexican American children are the following:

* Understand and speak the language the child brings to school. It is important that this include the range and variety of social dialects that children in different localities may speak.

* Show a positive attitude toward the child's home language regardless of the degree of similarity of difference in relation to some "standard" language.

* Demonstrate knowledge of and sensitivity to the child's cultural background, keeping in mind that there can be variation even within the same ethnic group (e.g. newly-arrived immigrants versus fourth generation Mexican-Americans).

* Be aware of and sensitive to the role of silence in the culture(respect in the presence of authority figures) so as not to interpret such silence as passivity or uncooperativeness on the child's part.

* Demonstrate the necessary skills and empathy to encourage the child to participate fully in all classroom activities. This should be done slowly. Culturally appropriate differences in the behavior of boys and girls should be recognized, and appropriate verbal reinforcement mechanisms should be used (e.g. carinismos).

* Show acquaintance with continuing research results in the area of language acquisition generally and with respect to Mexican American children specifically.

* Show knowledge of similarities and differences between English and Spanish for children of that age level so as not to treat items of negative transfer from Spanish as physical or intellectual problems.

* Through group-centered activities relevant to child's cultural background. demonstrate the ability to strengthen the child's positive concept of himself, his family, and his home.

* Show the ability to utilize Chicano folklore in classroom activities in the form of stories, rhymes, adivinanzas, where possible drawing on members of the community as resources.

* Demonstrate ability to modify existing curriculum materials to meet the specific needs of Mexican American pre-school children of the locality.

* Show ability to work closely with members of the community so as to deepen empathy for the students' backgrounds and needs.

* Demonstrate ability to assess the child's performance without reference to external standardized measures, and showing cognizance of the hazards of premature formal assessment.

BRIDGING THE GAP BETWEEN THE LEVELS ONE AND TWO

Walter H. Bartz
Foreign Language Consultant, Department of Public Instruction
and
Lorraine A. Strasheim
Coordinator for School Foreign Languages, Indiana University

DO'S

DO plan instruction and inform students of your goals.

DO save the review activities for the beginning of level two.

DO build toward level two by pointing out positive activities and accomplishments to anticipate.

DO provide non-textbook activities on a regular basis.

DO provide (and publicize) short-range goals, keeping students, guidance counselors, and administrators informed.

DO stress communication activities.

DO personalize the work whenever possible.

DO consider extending the time devoted to your textbook or text series.

DO experiment with innovative techniques and materials.

DO keep yourself professionally informed.

DON't's

DON'T teach everything you know today or hold off everything until second year.

DON'T teach the last six weeks for a final examination.

DON'T keep stressing how hard this material is (and how much harder it is going to get).

DON'T become "textbook bound."

DON'T make proficiency promises you cannot keep.

DON'T make the text the culminating activity of the unit.

DON'T establish a classroom routine which never varies.

DON'T "cover" the last ten chapters in the last two weeks.

DON'T add without subtracting.

DON'T teach culture on Friday afternoons.

CREATING THE ATMOSPHERE: THE FIRST DAY IN THE FOREIGN LANGUAGE CLASSROOM

The atmosphere created in the foreign language classroom during the first class session might very well determine the success of the class for the rest of the term or semester; this is true regardless of the level: elementary school, high school or college. The two most important functions on the first day are establishing that the language being taught(since I teach Spanish, I shall use that secondly to communicate your enthusiasm and love for your subject to your students. If you don't show that you consider your subject matter both important and exciting, your students won't either; if you do, it might be contagious.

On the first day of class, I make it a point not to arrive in the classroom early, but rather at the exact minute that class is scheduled to begin. In this way students are not able to engage me in conversation in English on the day that I am trying to establish Spanish as the language we speak with each other. Arriving at the time the class begins, I enter with a big, bright and cheerful "Buenos días." And I'll repeat it three, four, five times if necessary (indicating that I am waiting for a response), and usually someone will answer. Once the first student answers, the others will follow suit. So, within one minute, I have the students saying something in Spanish--and have created a feeling of accomplishment on everybody's part.

At this point I say nothing else, but rather put on a phonograph record of Spanish music (Preferably something contemporary and with lyrics) while I write the name of the language and of myself on the board. Some more Spanish: "Música," I say, pointing to the record. (It's a good idea to use reliable cognates the first day).

Now it's time to call roll, twice. The first time is to take attendance, and evoke the Spanish response "Presente." The second time is to show the students that they are able to carry on a short Spanish conversation. "Buenos días," I say to the first student. And he/she will generally answer, eventually. Now we are ready for the real test; pointing to my name on the board, and to myself and to the student with two Spanish sentences: "Me llamo Dennis Klein. ¿Cómo se llama Vd.?" I try to get a response beginning with "Me llamo," but even if I just get the student's name for an answer, I am satisfied. Getting through the whole class takes a good deal of time sometimes, but it is time well spent, because during the course of the hour, I have gotten everyone to say something in Spanish.

In the time that remains, I teach the Spanish alphabet. (Students recognize the words "el alfabeto" on the board, since they came to class with the preconceived idea that Spanish words are English plus an "o" on the end.) I write it out, letter for letter, pausing to look at the class after writing "ch," "ll," "ñ" and "rr" as well as symbols (k) and (w). And then we pronounce the letters, one by one, sometimes going over a given sound so many times that the effect is almost comic--there is nothing wrong with this exercise taking on a comic effect because the students are both learning and enjoying themselves.

I declare that the last five minutes are open for questions and comments in English. On day two it is safe for me to arrive as early as I like because the students know that when class begins what they will hear from me will be in Spanish.

Dennis A. Klein
Univ. of So. Dakota, Vermillion
The Missouri FL Journal, November, 1976

WHAT KIND OF FOREIGN LANGUAGE TEACHER ARE YOU?

Foreign Language Annals, Vol. 9, No. 2, April 1976 reports a study by Gertrude Moskowitz of Temple University. Dr. Moskowitz in her conclusion lists the following interaction patterns of outstanding F/L teachers identified by former students:

- --The target language dominates the classroom interaction, whether the teacher or the students are speaking.
- --The teachers have an excellent command of the target language.
- --The foreign language is used more than English for every teacher and student behavior. (except Student Talk-Off-Task).
- --The ratio of foreign language to English for each behavior is higher.
- --Even in first-level classes, very little English is used.
- --The teachers have fewer verbal tics.
- --Students use the foreign language to raise questions.
- --The amount of teacher talk is less.
- --The teachers are active nonverbally and use many more hand gestures.
- --The teachers use more instructional than personal nonverbal gestures as they communicate.
- --The teachers are more expressive and animated.
- --The teachers move around the classroom a great deal.
- --The teachers use more indirect behaviors (those which encourage and reinforce student participation), or nonverbally.
- --The teachers give students more immediate feedback which is indirect.
- --There is a degree of stability in the frequency that certain behaviors are used.
- --The climate is warm and accepting.
- --The teachers often smile, praise, and joke.
- --Their praise is longer, more varied, and they use more nonverbal praise.
- --There is more laughter in the classes.
- --The teachers personalize the content more.
- --The students are "with" the teacher, rather than not paying attention or being flippant; their participation is on-task.
- --Students exhibit more outward signs of enthusiasm to participate.
- --Less classroom time is devoted to students doing silent reading and written tasks.
- --There is less writing on the board by the teacher.
- --Fewer routine tasks are carried out by the teachers.
- --Students speak to the teachers before and after class.
- --The teachers greet students before the class formally starts.
- --There is a greater amount of warm-up questions, review, and focusing on the skill of speaking.
- --There is a greater number of different activities per lesson.
- --The pace of the lessons is generally more rapid.

A SOURCEBOOK OF INNOVATIVE FOREIGN LANGUAGE PROGRAMS in Action, K-12. Options and Perspectives. Available from MLA Publications Center, 62 Fifth Avenue, New York 10011. $3.50

NEATEST ACRONYM heard lately belongs to the Bay Area Bilingual Education League: BABEL.

SING WITH ME. Learn Verbs This Way. A new concept for learning verbs the easy way. This is a six song cassette, illustrating six verb tenses accompanied by a 20-page booklet and song script. Available in French, German, Italian and Spanish. A cassette and booklet cost $10, each additional booklet $2. Write to: Counseling-Learning Institutes, 215 East Chestnut, Room 304, Chicago, Ill. 60611

HOW TO BUILD CULTURE AND CIVILIZATION INTO YOUR LANGUAGE UNIT

I. Meanings of Culture and Civilization and the Place of Literature (Definition of Terms)

As you all know, there is culture and there is culture. All too many people think that culture is spelled with a capital "C" and is only for the privileged few. They accept the meaning of refinement and artistic endeavor. They do not look to the more recent definition of culture, the sociological or anthropological definition which says that culture is the sum of all social elements.

The title of this paper was given to me by Edith O'Connor and I believe that Edith uses culture to indicate intellectual development and civilization to express social elements. I found another definition which is intriguing: Culture is everything which is learned. The book Culture and Education would basically agree with our definitions...noting that culture has been viewed as something desirable while the sociological term is intended to be emotionally neutral.

Understanding culture is sometimes difficult. H. Ned Seelye, who edited the book*, says "An understanding of the way of life of a foreign people is important to survival in a world of conflicting value systems, where the boundaries that formerly isolated and protected man from alien ideas have been eroded by advances in the technology of communication, or struck down by the angry clamor of the downtrodden in their search for a better life."

A number of years ago I had an extremely bright student who had a problem understanding culture and wrote a paper about it for a Conversation class. Jo Ann Honeck said "It is almost impossible to understand another culture well and I think that the study of Spanish is worth nothing if it doesn't carry with it the understanding of Spanish culture." Earlier in her paper she defined culture as the complex of customs and habits which belong to a particular group of people. She listed 4 components of culture: technology, social institutions, language and the arts. Howard Lee Nostrand gives four components of culture: (1) a value system, (2) unverifiable knowledge (man's concept of self), (3) verifiable knowledge (history and science), (4) literature, oral tradition of art forms, graphic and plastic arts, music, dance, etc. Nelson Brooks lists five different types of culture: biological growth, personal refinement, literature and the fine arts, patterns for living, and the sum total of a way of life. As for inclusion in the curriculum he says that they should be worked in as can reasonably be added as the learner's competence increases. Culture should be broadly sampled and must answer not just the question "Where is the bookstore?" but also the question, "Where is the bathroom?"

Joanne Larsen Suhm, wrote in another paper, "I do not believe anyone can be expected to fully understand a culture without having "lived it" in a foreign country." Joanne Honeck Beckfield had visited Mexico and had lived with a Mexican family when she wrote of her problems in understanding culture. Joanne Larsen Suhm had hosted an AFS student from Paraguay in her home and had spent seven months with this girl's family when she wrote her paper. Howard Lee Nostrand says that understanding of a cultural pattern is a combination of knowledge and experience. The second Joanne quoted Max Kirch's article, "Relevance in Language and Culture": "Language cannot be considered without culture and culture cannot be considered without language. A foreign language teacher who has his students talk only about their real-life situations, without stressing the cultural differences of which language is one important constituent, is betraying his function."

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*Teaching Cultural Concepts in Spanish Classes

Dr. Roma B. Hoff
University of Wisconsin-
Eau Claire

FOREIGN INFLUENCES...IN AMERICAN CULTURE

By

Waverly Root and Richard de Rochemont

The United States generally is regarded as a melting pot of races and cultures with no distinctive eating pattern of its own. Yet the history of our food habits is a story of how the core of customs of different nationalities that migrated to this country have been handed down through generations.

There is, for instance, chop suey, which has spread around the country in restaurants or in cans, though the many Americans who eat it certainly do not think of it as part of their native fare. Yet it was invented in the United States and unknown in China until very recently, when it began to be imported into that country for the delectation of the American visitors beginning to arrive there.

Vichyssoise sounds authentically French, but it was invented in New York in 1910 by the chef of the Ritz-Carlton Hotel, and is unknown in France except in hotels frequented by Americans, who ask for it on the assumption that they can enjoy a taste treat by eating the real thing on its native hearth.

Chili con carne sounds authentically Spanish, which it could hardly be, for Spaniards had never seen a chili before they reached America; it was an element of Indian, not of Spanish cooking. The dish is believed to have been invented in the city of San Antonio sometime after the Civil War, growing in flavor after the development of chili powder by a German in New Braunfels in 1902.

Thousands of political exiles who have poured in from Cuba are bringing with them a thirst for 'Cafe cuban': a hunger for black beans and rice and a disinclination to abandon Cuban culinary traditions. It seems probable that this school of cooking will become a permanent addition to non-American-American cuisines, but only because of the large number of Cuban immigrants now established with every appearance of permanence in Florida.

German-Americans have contributed most generously to the American larder. There are more than 200 different kinds of sausage on the American market, and it is a safe guess that German-Americans make a majority of them. A sausage is likely to be called, with no feeling that a German word is being invoked, a wiener or a wienie (short for wienerwurst, Vienna sausage).

It seems safe to credit pastrami to Jewish cooking; the variety of smoked salmon called lox also seems to be authentically Jewish, and one does not overlook that cousin of the doughnut, the bagel, where it is not necessary to be Jewish to appreciate.

Exotic cuisines, even those which originated in the United States itself in response to foreign inspiration, remain undissolved, refusing to release its juices into a homogeneous medley.

FREEBEES! (Sort of)

For two(2) thirteen stamps you can receive a copy of a lesson on *BREAD: Tastes the Same in Any Language* for French, German, Spanish, or Latin. The French, German, and Spanish segments are reprints from the Illinois State University Department of Foreign Languages Newsletter, *The Impulse*. We did the Latin lesson here to complete the "set". Send two stamps for each of the lessons desired, being sure to specify the language to:

The coordinator for School Foreign Languages
M21 Memorial East
Indiana University
Bloomington, Indiana 47401

You'll like these. Each lesson has a general narrative, recipes and suggested activities. These will not be available beyond the end of the school year so send for your copy today.

"Angels in our Closets" (or, the "Greening of our Culture")

"All-Americans". Is that what we are, or have we forgotten some of the cultural 'angels' in our closets? When we bring out those special decorations, passed down in the family for Christmas, when we prepare those special family recipes, when we renew family ties in the special way that certain events are remembered or celebrated, do we reflect on the 'cultural' nature of these things which we do so naturally? We retain many of the attributes brought by our ancestors from all areas of the world (although we have grievously lost the language which uniquely depicts many of the characteristics they embodied).

How we react daily to personal and social situations may depend upon a cultural influence which came from a person in our family long forgotten. He/she may still be there, in the way that angels are described as invisible forces influencing our behavior in myriad ways (Billy Graham). During this bicentennial of a country representing such a diversity of cultural attributes and heritage, it behooves us to reflect on the cultural elements which are a fundamental part of our nature, even though we may not always recognize the source. If we Americans could identify and, by recognizing the, revalidate the contributions of other cultures to ours, and which we see as fundamental to our daily lives, we would light a humanistic glow for the world to see. "We are part of you," we would be telling the rest of the world from which so many of our ancestors came. "We accept ourselves as a new, original, human being and accept that you helped make us by the pioneering spirit which brought your sons and daughters to these shores." If ever the world could be one, it exists in that state in the American culture.

What importance does this have for foreign language students and teachers? They have a unique opportunity to share in the 'greening of our culture'. The activity to be described was presented at a recent state FL conference. Here's how it works:

Foreign language students (get Social Studies involved, too)bring in cultural memorabilla in the form of vignettes about their own families. Any relatives who are recent settlers to this country qualify as having direct cultural influence. (Cubans, Puerto Ricans, Italians, etc.) Episodes of family daily living, special occasions, crises, etc. are used for analysis of the potential influence of a cultural 'angel', an influence which might not ordinarily be recognized as representative of a foreign culture. They could make up a questionnaire based on elementary units of culture (see Finocchiaro, May 1973, pp. 59-67). Students would bring in samples of family activities, customs, beliefs, etc. to share with other students. These vignettes or cultural memorabilia are then examined for the potential cultural influence in the family background from foreign settlers. A bulletin board using these foreign influendes could be designed with time lines - showing the dates of arrival of the ancestors - and a map on which a line could be drawn back to their countries. As the cultural facets are identified, and compared and contrasted through the help of foreign language and social studies teachers, they could then be used in an innovative activity: Bicentennial Minutes. In this activity, students announce on the public address system some role (large or small) that his/her ancestor played in the history of our country. Example: "One hundred and fifty years ago, my great, great, grandmother came to this country from France and settled in (City, State) . She married(name of ancestor) and, today, in my family we do these things which have passed down from the French culture she brought with her(relate family activity). My first name is French and so was my grandmother's name. Also, I speak French, etc., etc."

Bicentennial Minutes, as well as other forms of sharing of these cultural attributes, would be a great motivator in order for students to appreciate the cultural influences which affect peoples' daily lives.

David W. Gurney

Florida Technological University

LANGUAGE STILL A VIRGIN

The hidden cancer of language teachers is our feeling that we know enough when we step into the classroom. We should walk into the cathedral with the intense proud expectancy of learning, and not with the false humble attitude of teaching or repeating. The science of language is still untouched. No wonder our classes are dull and languid. As lovers of life, we should never forget that language is an expression of life, and our teaching profession is nothing else but a constant love making with life in the body of language. How often, lately, have you entered its intimacy with an inquisitive passion¿

When practicing pattern drills, it doesn't occur to us that a word is like a person. Certain persons fit in certain places and there is no freedom to place a person in any place, no matter how much he/she complains. We place words by qualities, not by color or sound. Instead of following the childish method of providing the clue words for mechanical substitution drills, let the students find their own words, thus opening the door to mistakes and to the realization of a fair segregation. Let them become aware that syntax is nothing else but the expression of our social and economic life. The laws of syntax treat all words equally, but not all words have the same opportunity in front of the law. In order for a word to get a job in a sentence, it needs certain qualification and capacity to perform a specific function. Give the student the chance to recognize the invalidity of the principle, "accept me the way I am." A word cannot go into a sentence the way you find it in the dictionary. A word is accepted in a sentence after suffering the changes demanded by the laws of syntax and semantics. Only after this process of realization, morphemes, case and function acquire relevancy and interest.

Another main aspect of logodynamics keeps language professional burning in the intimacies of their love. The meaning and value of a word does not derive from itself but from others. Life through its manifestation in language is a crazy event. A person, in order to live fully, has to come out of himself and acquire reality from others. It never occurred to me that the legs of a horse could be the sticks of a drummer until I read the rest of the words in Lorca: "The horseman was approaching playing the drum of the plane." Meaning, in language and life, comes from outside the self. Language and life follows the same process of distancing from oneself and taking root in others. I don't have any rights in me, my rights are somebody else's obligation, and if that somebody else is not a responsible one, my rights fly away with the wind. When we teach meaning in our language classes, why don't we dare to touch this virgin field of "the realism of the absent being¿" Morphology, syntax, and linguistics don't help any unless we Understand the crazy events of logodynamics. If the meaning of life is love, if my life is thinking about someone else, doing things for someone else, devoting myself to someone else, giving my life daily for someone else, what value is there in the principle, "be yourself¿" The abnormal principle of not being the self becomes very normal and constitutes the basis of analogy, metaphor, adjectivation, and the other linguistic devices for communication. Otherness is the source of meaning.

If language teachers want to emerge from dullness and languidness, we have to stop thinking of language as a subject matter limited to a content and form. We must add a third element: vacuum. Its two main principles mentioned above, "a word behaves like a person" and "reality is outside the self," are going to lead us to the new world of logodynamics. The basic elements of human nothingness (inequality, conflict, obligation, and lack) and the basic aspects of the reality outside the self (the absent qualities, absent norms, and absent search) will teach us the laws and behavior of vacuum in language. Few things in our professional life are more enjoyable than this exciting way of teaching a language melted together with life, and few things more profitable than this proud expectancy of learning from our own teaching.

Frank Benitez
Central Valley Foreign Language Newsletter

TRANSITIONS WITH VERBS

All beginnings are hard--so, too, are transitions.

Is there a transitional moment between mitosis and German, geography and French, or the lures of calypso and Spanish¿ Make one¡ This moment must last only five to ten minutes at the beginning of the class, but could very well be the most valuable five minutes of your entire forty-five. As in every selling-situation, the attention-getter is the salesperson's most important prop. So, too, does this technique hold true in our language classes. In our classes, though, it ceases to be a gimmick, and becomes, instead, a viable educational tool, a tool that eases the student into the target language and lesson of the day.

Immersing students into the environment of the target language is an operation of special selective sleight-of-hand movements on the part of the instructor. As the future hopes on international understanding filter into our classes, we must quickly, yet deftly, spin our webs of foreign entanglement around their unsuspecting minds. Warm-up exercises in the target language provide strong webbing, but need daily reinforcing by the instructor.

Does this mean we must cajole recalcitrant characters into consuming what we have to offer¿ Why not¡ Enthusiasm is infectious--pass it around; but do so the moment your students wander in from the world of English. the cure to enthusiasm is all too easy to find; try having a class of thirty-two sit down, open books the minute roll is taken, and begin a "stimulating" lesson on the conjugation of the verb "wissen" in all its glory. In this instance, it is the cure against which we must guard ourselves and our students.

These beginning exercises can be as simplistic as anagrams on the chalkboard, to grabbing an unassuming body as it walks in and having fellow students describe clothes, colors, hopes and dreams of the victim in the target language, to plotting out a trap very carefully involving music, the first string from "Chorus Line," and popcorn. The scope and success of these warm-up exercises are limited only to the willingness,enthusiasm and innovativeness of each individual language teacher. Teachable moments can be made, not always stumbled upon.

Dorena Koopman
Kings Canyon
FUSD

IMPORTANCE OF STUDENT INVOLVEMENT IN CLASSROOM

To suggest that student involvement in the classroom is important is somewhat of an understatement. It would be much more accurate to say that student involvement in class is extremely important. Yes, I say extremely important, for a language class is a living thing. It is not a mere painting to look at and admire, or to look at and dislike. It's more like an unfinished work of art, and the students must be the artists, if the finished work is going to be of any value to them.

Students learning a language (whatever the language may be) must therefore be kept active. By this I don't mean, for example, writing exercises for the entire period, for as important as this activity may be, it isn't exactly my idea of student involvement. The student finds satisfaction if he is able to see quick results in what he is doing, and there is nothing more satisfying than to find yourself all of a sudden communicating in another language. Please understand, this ability to suddenly communicate does not happen with a touch of some magic wand. On the contrary, the process of learning another language can be somewhat slow. But no matter how long the expression may be that the student has learned, it nevertheless produces very satisfying results.

Students need to feel that they all are a very important part of the class, and involving them in the production of their work is, in my opinion, the best way to accomplish this. They also want to see their finished project, and there's no better way to do this than to have them present that which they have produced. I am not suggesting some new, fantastic discovery, as student involvement has always been one of the best tools for learning. Nor am I suggesting that one labor for hours and hours to come up with all kinds of different techniques to involve the students in the classroom. I don't believe the students want daily variety shows (although they're helpful every once in a while), they simply want to be a part of "what's going on" in the classroom.

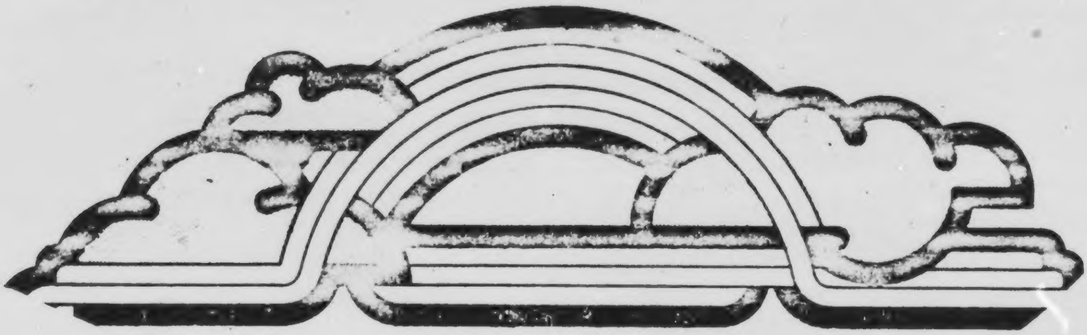
It may be much easier to begin each day with a beautiful explanation of some concept of the language being taught, then give the students a series of exercises to complete, but you and I know very well what kinds of results that produces. I would like to think that I am teaching with my students, not at my students.

There are many techniques one can use in the classroom, and all of us can speak from our own teaching experiences, but in my experiences none have ever worked as well as the ones where complete student involvement was attained. How creative do you need to be to accomplish this: Just be yourself.

Example: Take the simple task of teaching the alphabet. First form the sounds [illegible] the students, then assign one letter to each student. Tell them to stand up when their letter is called. Complete one round, then reassign the letters to different students. Simple¿ Yes. Do they learn¿ most certainly. And not only do they enjoy it, but they also get their daily exercise.

Remember students need to take an active part in their classes. Use them. They also want and need to see quick results. Get them constantly involved, so they can see for themselves the work, which they are producing. Teach at them, and you'll see a passive audience. Teach with them, and you'll have a strong working group.

Mike Giovannetti, Tenaya; FUSD
Central Valley Foreign Language Newsletter



BULLETIN BORED¿

Since many of you have written in asking for suggestions for the use of your bulletin boards, we thought about the subject a little bit and have come up with the following ideas and observations. Disheartening though it may be, the neat, "arty" board that you have "slaved over" and put up one night after school is probably a dead bulletin board. It's the one, more often than not, your students will pass by everyday for two weeks; and then one day when you mention an item on it, they will glance at the board for the first time and be surprised to know "that it was there all the time". Since they did not personally participate in creating it, it has no meaning for them. Even though you point out what is there, rarely will they learn anything from it. It is the not too artistic, not too symmetrical board they have created themselves that will increase their knowledge and give them feelings of pleasure over their accomplishments. In the interest of saving space we will list in abbreviated form some bulletin board ideas.

1. Never do a bulletin board yourself. Maybe you can prepare some materials for it the day before, but it's even better to ask your students to cut pictures out of magazines for your theme, or draw pictures of your vocabulary words of the current lesson (even for the verbs showing various actions). Have some students volunteer to do the lettering. This can be project or extra credit work.

2. The next day, move your chairs around the board. Let it be the center of the class for 10 minutes or 20. With the help of your class put up the outline of a house and then label the rooms, furniture, etc. in your language. Maybe this is a Spanish house, so there will not be a basement. Discuss this from a cultural angle. It may be a chateau or a dorf. Put in the floors (pisos) numbering the European way, put in the stairways, balconies and the members of the family, labeling and discussing in your language as you create. Do just a kitchen, put in the appliances and the utensils, set the table in the proper manner.

3. Post a recipe in French or Spanish with the gram measurements. Convert and discuss. Label pictures of the ingredients of the recipe. Do the cooking directions in your language. Maybe you can divide the class into groups and make out a shopping list of the ingredients for the recipe (with prices in foreign currency). If possible, the next day, borrow the Home Economics room and cook. Don't save cooking for a club activity. Your clubs attract your more enthusiastic students. The slower and less motivated student needs the benefit of this type of stimulation more than anyone else.

4. Combine time-telling and reflexives on the board. Show clocks which refer to different activities ("I eat breakfast at 7.") Many textbooks do this. You can make your own clocks out of paper plates and cut out your particular activities from magazines.

5. Post scrambled proverbs. Have the students straighten them out. Have a proverb fit a given picture.

6. Do your grammar lesson on the bulletin board for a change. Let's take the subjunctive, for example. Put up a picture of a boy thinking (Ojalá que "I wish that..") and then a series of impossible things he could be doing or show a mean father saying, "I want you to clean the fish bowl, wash the car, practice the violin, eat sardines, etc., labeling with the subjunctive. You can discuss that these are the father's or the boy's world-creating ideas (refer to Saltarelli and Balkem's work).

7. Combine directions and commands. Show street signs. (Turn to the right¡ Stop here¡ Cross the street¡) Show policemen in their uniforms, discuss the colors and styles of police dress and body movements, show where they stand. Have pictures of types of vehicles you would see on the street in your country. e.g.; motorcycles, mules, cars, buses, bicycles. Show other types of transportation you'd better not see on the street. Picture the following with a line through them: a cow, a boat, an airplane, a train, a jogger. Label everything in your language.

8. Make a game bulletin board. Sketch a famous city with its monuments. Label and number the landmarks. Study them. The next day scramble the landmarks and information. Pass out game mark sheets, see how many buildings each one can put back in the correct place.

9. Play a game using the Metro. Let students figure out how they can get from one part of the city to another. Put up a number puzzle. Let them connect dots to form a famous monument or person or event. You can also use this system for parts of the body, clothing, parts of the bullfighter's costume, gaucho, flamenco dancer, peasant, etc.

10. Do a board on sports. (jai alai, soccer, etc., with pictures, equipment, rules of the game, betting.) Outline the field plays, post the time of the event, innings, quarters.

11. Feature a holiday, e.g., Columbus Day - pictures of galleona, coins of the period, kings, history. Using a calendar mark the holidays and show how they are celebrated.

12. Cut up a Spanish newspaper and post wedding, birth and death notices. Put along side the ones from our papers. Discuss differences in customs, difference in attitudes.

13. Also from newspapers cut out ads. Match a person looking for an apartment. Match a job to a person looking for a job. Put advice to the lovelorn on the board. Post your own questions, let others post answers.

14. When you do a school unit post students' schedules and "fake" report cards with teacher's imaginary comments in your language.

15. When you study names, make up your name in Spanish, locate Miguel de Cervantes y Saavedra in the card catalogue of the library. Draw a family tree. Make lists of typical names in your language with their corresponding nicknames.

16. Post pictures of any of the following and label in your language: animals, fruits and vegetables, flowers (their significance).

17. Also from your foreign language newspaper, list signs of the zodiac, make "fake" horoscopes suggesting plans for your day.

18. For the bi-centennial list all the names of Spanish or French or German cities in the U.S.

19. Post pictures of babies (your students' baby pictures) or anyone and label in your language with what you think their expression means.

20. Feature ads with products from your country. (El Paso chiles)

21. Feature on your bulletin board your students' themes(incorrect or not-with good ideas , your students' puzzles, anagrams, acrostics, seek-and-find, good tests (especially if you use creative testing and picture testing).

22. Perfumes of France. Send your kids to the local stores to write down the names of all perfumes from France or cheeses or whatever is available in your area.

23. Put a picture of any object on the board and underneath it or at the side, all the adjectives in the correct number and gender, of course, that describe its size, color, qualities. Add new ones each day as they occur in your lessons.

24. Of course, you can use maps for locating countries, products, etc., but get a new angle. Maybe stress countries where your language is spoken, or how many people speak your language.

25. Remember you don't have to use only your fixed bulletin board, you can use a small portable one, put conversation-stimulating pictures on it (a boy in a baseball suit playing the violin and looking longingly out the window), ask questions about it, cover most of an odd picture, slowly revealing certain parts, ask the students to guess what it is about, what is missing.

This ought to get you started. If you relate your board to the current lesson and your on-going program and let your students do most of the work, you will have a living bulletin board. You will also be amazed at the snowball effect of these ideas and at the creativity of your students; Please write in and share your ideas with us. We'll publish them in the next "Impulse".

Hariett Hutter
Department of Foreign Language
Illinois State University
(Reprinted from March 1976, Impulse)

PEN PALS AND TAPE PALS

The following organizations will furnish names of pen pals and tape pals in other countries.

1. World Pen Pals, World Affairs Center Univ. of Minn., Minn. 55455. Age group, 12-20. Charges 35 cents per member. Send number of boys and ages, the number of girls and their ages.

2. English Speaking Union, Pen Pals Div., 16 East 69th St., New York, N.Y., 10021. Age group, 10-17. Charge-self addressed, stamped envelope.

3. German Pen Pals, International House of Philadelphia, 140 N. 15th St., Philadelphia, PA 19116

4. World Tapes for Education, P.O.Box 15703, Dallas, Texas 75215. Charge-$10.00 annually, plus a $2.00 registration fee for the first year.

5. Student Letter Exchange, Waseca, Minn. 56093. Charge 75 cents per name (10 or more names, 60 cents each) and enclose one self-addressed, stamped envelope. Indicate choices of sexes, countries, and ages, All correspondence is in English.

SUGGESTED FL ACTIVITIES FOR THE SCHOOL AND COMMUNITY

For Foreign Language week or any other week have you ever thought about having a swap-day with your foreign language class(es) and the physical education department and teaching the physical ed class some old-time dances? Do the billboards in your home town need some new slogans--in a foreign tongue?

If you're wondering what can be done in your school you might find the suggestions listed below helpful as a stimulus to creating your own ideas:

- Translate the cafeteria menu for the week into the language or languages taught in your school.
- Encourage local banks, hotels and motels to print slogans, proverbs or greetings on their marquees.
- Have an exchange day with other classes in your school and teach students in other classes foreign dances, the making of foreign foods and candies, or even to speak a few words. Have upper-level students spend a half hour in an elementary classroom teaching a few words of a foreign language.
- Have one night of free dancing lessons representative of the country or countries whose languages are taught in your school.
- Get permission to use all of the bulletin boards in hallways and entry ways in your school and put something on them representative of the foreign language (s) taught in your school.
- If more than one language is taught in your school, have an International Night and invite students and parents.
- Publicize what you are doing in local newspapers, or radio talk shows, and on television.
- Send out your own teacher-student newsletter to all parents in the school district on "Why Take a Foreign Language."
- Get the use of the intercom system in your school for a few mornings each day during a Foreign Language Week and teach all students in your school the various greetings of the language in your school.
- Have a Foreign Language Fair or some other festivity representative of the foreign country.
- Play music from the foreign land during lunch hour.
- Decorate the entire language area or the school with picture posters of the foreign country.
- Exhibit student work related to foreign language study in the public library. Literary endeavors, arts and crafts, maps, posters, models, charts, puppets, dolls, student-produced films, slides and games are among those projects which might be exhibited.
- Make special arrangements with the dietitian to have a foreign luncheon served in the student cafeteria.
- Ask each local civic club to schedule a foreign language teacher as their luncheon or dinner speaker.
- Ask local merchants to feature language realia in one of their show windows during the Foreign Language Week. (ideas from Fland News, Dec. 1975 by Del Schnaidt and Raleigh, No. Carolina Foreign Language Newsletter, Spring, 1975)

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"Try Its" Within Your School

1. translate cafeteria menu, school song, weather, Top Ten hits, etc.
2. exchange days with other classes-Gym classes (folk dances), Home Ec (foods), Chorus, English (FL words in English), Art (foreign masters), History, even switches among the languages!
3. bulletin boards--have a class responsible for each; try posters promoting FLs placed strategically around the school (ex. a Coke ad with slogan "Take a FL--it's the real thing!" Corny, but it works!
4. sponsor an International Night with a program of foreign skits, songs and dances. Don't limit this to the languages taught in your school--invite the public.
5. plan a FL fair, perhaps including schools within a 50 mi. radius
6. sponsor a FL food bakesale
7. play foreign music over the intercom between classes or before school
8. label everything in the school in FLs
9. sponsor a foreign film
10. set up sporting events--a soccer game between languages, or a Tour de France race on tricycles
11. have the students sign contracts to speak only the FL all day--contersigned by teachers. Also, set up a FL table at lunch.
12. serve "foreign" food in the cafeteria--spaghetti, tacos, sausages, french fries
13. sponsor forums for students interested in taking a FL
14. sponsor a button or bumper sticker contest
15. sponsor a foreign trivia contest for all students (What does Gesundheit really mean?)
16. sponsor a program on student travel abroad
17. sponsor guest speakers from the community or local college
18. arrange to participate in morning announcements--quotes on the importance of FL study, reasons to study a FL
19. Mystery Quote--in the FL, to be solved by students. Or, a Mystery Person--to be discoverd by asking the designated person at the designated time
20. exhibit FL books in the library
21. set up a central display of flags
22. sponsor a foreign costume day
23. sponsor a button day--all FL students should wear a button saying "I speak ___________"in the FL.
24. make use of your exchange students
25. invite the faculty in for a tour of the FL department, serve goodies

WITHIN THE COMMUNITY

1. contact local banks, motel, etc., to display FL week notices on marquees
2. sponsor short spots on local radio, Cable TV and in local school newspapers
3. set up displays in store windows
4. write a FL information brochure to send home to parents
5. get media coverage on all activities

ENCOURAGE community people to take part in all activities

WITHIN THE CLASS--go out of your way to present something special, such as:

1. slang and gestures
2. mime and charades
3. art---God's eyes, Applehead dolls, quilting
4. cooking
5. songs and dances
6. FL careers
7. video-taped student skits
8. FL influence in state
9. short wave radio
10. games day--Scrabble, Monopoly
11. class newspaper
12. FUN ACTIVITIES
    - tongue twisters
    - counting contest--how high can they to?
    - Eiffel Tower ring toss
    - pin the moustache on Pedro
    - draw a national monument blindfolded

FLAND NEWS
Anne Olafoor, Dec. 1976

Listed below are some situational activities suggested by foreign language teachers which are arranged in increasing order of difficulty:

- You are going shopping tonight. Playing the game of Animal-Vegetable-Mineral, the class tries to decide what you will be buying.
- Make a calendar. Months, days, can be learned, also numbers can be rereviewed. (A bit of culture can be put in here by adding national holidays.)
- Someone hides something in the room. Students must obtain clues to its' whereabouts.
- Someone thinks of an object in the room that's in sight. This can make use of prepositions, location, size, colors, etc.
- Moving into a new neighborhood and needing to borrow something? This conversation can contain self-introductions.
- Students can ask a classmate questions pertaining to age, schooling, family, interests, etc., and report to the rest of the class their findings.
- Ask students to talk about what they would like to see when they first arrive in the U.S. (France, Spain, etc.)
- Have a baseball game. Students practice command forms such as "courrez!" "Arretez-toi!" "allez vite!" also, exclamations such as: "Bravo!" "Ah non!" "Enfin!" Students will have the opportunity to use this language in cheering for their teammates and in agreeing or disagreeing with the umpire. They will also have to use numbers verbally to keep score.
- Students attempt to find out when their teachers' birthday is, how old he/she is, and what he/she would like for his/her birthday.

- Excuses, excuses! Work in small groups to see which group can make up the most excuses for the following situation: Your homework is not done.

- Students act out the role of a character of his choosing such as a professor, a doctor, psychiatrist, innkeeper, etc., and class must guess his occupation.
- "¿Quién soy yo?" Student pretends to be an historical or a current figure and rest of the class must ask questions who he is.

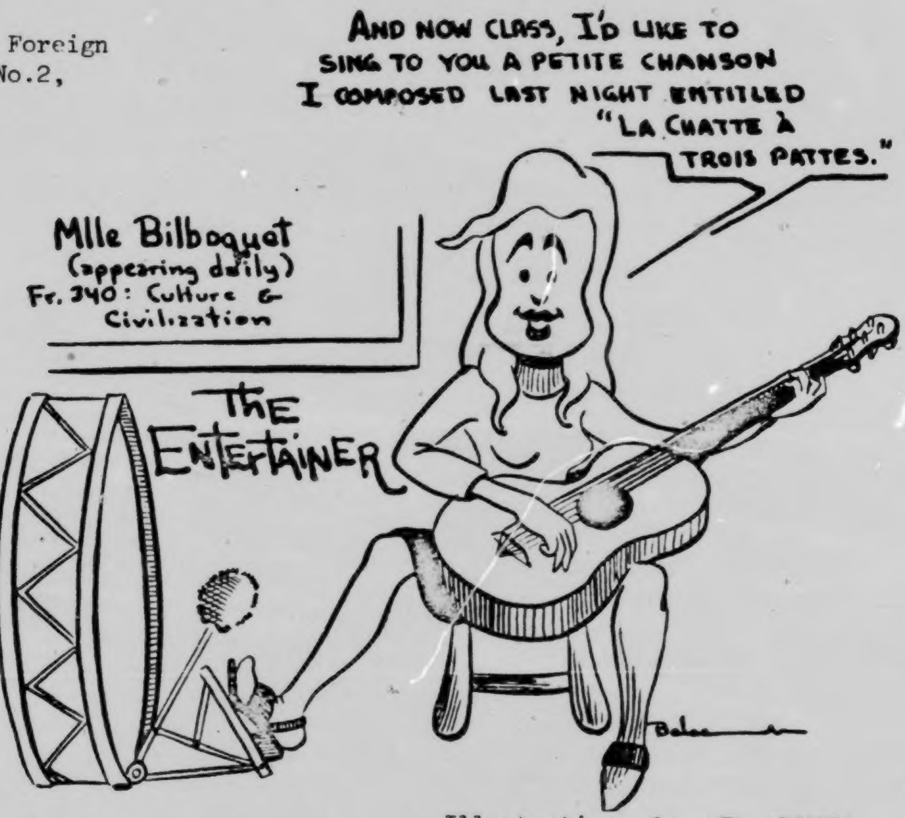
- Each student gives a class presentation utilizing instructions. How to prepare a dish, obtain a passport, bandage a cut, etc.
- In triads, one student explains to his "Two parents" why he returned home so late.

- Not having your wallet in a restaurant when the bill comes.
  Various ways can be arranged to pay for the meal: wash dishes, send check in the mail, run home to get wallet, etc.
- Your school has an exchange student from Guatemala. She knows very little English. You have been assigned to interview her for the school paper. Ask her about her family, home, interests, how she likes the U.S., etc.
- You have been selected to act as a get-acquainted guide for a French exchange student who is attending your high school. Act out how you would greet, entertain, and present him to others.
- Have a collection of newspaper headlines(real or made-up) which elicit expressions of joy, relief, fear, disgust, sympathy, or disagreement.
- Ask students to imagine what they would do if they were teachers and tell the whole class about it.
- Your mother comes home and finds her favorite antique vase broken in thousands of pieces. You explain that it was that way when you got home.
- Father comes home to find large dent in the front of the family car.. Daughter must talk her way out of the situation since she had the car all day...
- In diads, simulated phone call. The situation consists of one student, the robbery victim, who calls the other, the police sargeant, to report the crime.
- You and your mother are shopping at the mall and you meet a friend. Introduce him to your mother. Inquire about his family and especially about his brother who is in the hospital. He broke his leg skiing.
- Planning a party? How many people to invite, location, foods and beverages to be served, types of entertainment, etc., can be discussed.
- Borrowing money? Someone who is wealthy is approached by various types of people wishing to borrow money from him and they state their reasons.

MUSIC IN THE CLASSROOM

by Roslyn Srayberry
Forest Park Senior High

Reprinted from the Georgia Foreign
Language Beacon, Vol. 11, No.2,
Winter, 1976


AND NOW CLASS, I'D LIKE TO SING TO YOU A PETITE CHANSON I COMPOSED LAST NIGHT ENTITLED "LA CHATTE À TROIS PATTES."
Mlle Bilboquet (appearing daily) Fr. 340: Culture & Civilization
THE ENTERTAINER

Illustrations from The FORUM

Music has often been called an international language. In the foreign language classroom it can stimulate exciting adventures in learning. What better way to improve listening skills than hearing "Eres Tu" by Los Mocedades? Or transcribing lively folk songs? Doesn't this sound more appealing than some exercise in a textbook or a transcription given by the teacher? Certainly it does! By hearing the song and transcribing it, the student is ready for the next step--singing the song; with this stage comes reading comprehension. Therefore, music in the foreign language classroom provides alternative approaches to the teaching of the four basic language skills.

Songs to be used must be carefully selected by the teacher. The following is a list of criteria that should be considered when making selections.

1. Enunciation of the singer. Have you ever tried to transcribe words from a record in English? Sometimes the singer's pronunciation is so terrible that it is almost incomprehensible.
2. Level of difficulty. A first-year student should begin with a simple song and progress to more difficult ones, thereby increasing vocabulary and grammatical concepts with each new song.
3. "Ear" appeal. Many times educational recordings lack this important ingredient. The singer should have a pleasing vocal range and the instrumentation should be authentically performed. The recordings used in the classroom should also be appealing outside the classroom.
4. Technical quality of the recording. The sound should be clear, not scratchy.

"Music in the Classroom" (continued)

Music of all cultures has played an important role in the development of our contemporary music. It is interesting to discover and trace this influence from its inception to present day. Students are amazed at the foreign elements in much of today's music. the rhythms employed are generally imported from other lands and blended with the "American" sound. Many of the top recording artists today record in languages other than English, and some are foreign born.

There are many projects and activities involving music that can be used in the foreign language classroom. These include:

1) tracing the development of music within the foreign culture;
2) teaching the vocabulary of a specific lesson through music;
3) writing a musical play based upon material in a specific unit;
4) composing an original song and teaching it to the class;

Along with developing the language skills in the order of listening, writing, speaking, and reading, music can be used to broaden cultural and aesthetic appreciations. By knowing the music the student acquires greater insight into the people. The folk music of any country offers a wealth of information leading to a more accurate understanding of the people and their culture. The historical background and implications of selected folk songs provide a greater understanding of the events of the times as seen through the eyes of the people. This is true of the folk music of any age, past and present. Historians record the facts; composers record the emotions.

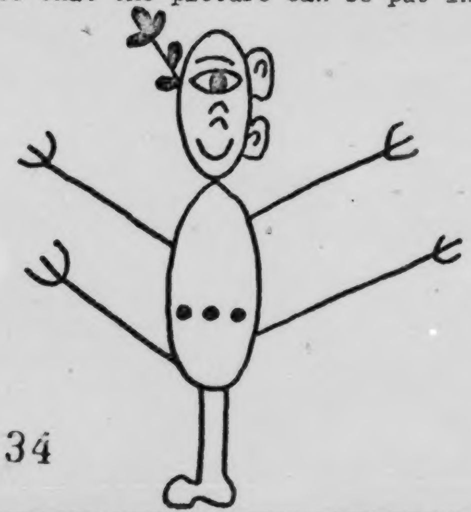
5) learning and demonstrating dances native to the foreign culture;
6) choreographing a dance to a well-known song in the language;
7) presenting a musical involving writing lyrics, composing music, and choreographing dances;
8) writing and presenting an original musical play.

A STIMULATING SIMULATION FOR STUDENT PAIRS

Divide students into pairs. One student in each pair is given a copy of the drawing below.

You have just seen a space ship land. Out of the space ship came several strange creatures. They scooped up some dirt and left again.

You are now talking to a police artist. The artist is trying to draw a picture of the creature according to your descriptions so that the picture can be put in the paper and the rest of the world will be warned.



DIALOG
Jan. 1977

A CHANGE-OF-PACE MINILESSON GESTURES

This lesson was developed by Pamela McKim and Ruth Ann Price as a part of a project in the Indiana University Foreign Language Workshops this past summer. This mini-lesson involves teacher presentation, whole class discussion, small-group work and role-playing and pantomiming.

Teacher Presentation: We use both verbal and nonverbal means to communicate. How would you convey this verbal message in a nonverbal manner?

Verbal	Nonverbal Possibilities
"Hi!"	Wave to someone.
"He's late again!"	Pointedly look at watch.
"Will you go with me?"	Beckon to come on.
"I'll hit you!"	Make fist toward person.

Teacher: There are some gestures that go with speech which give it fuller meaning. Each member of the class, without telling his choice, will select one of the statements from the list below and first, by gesture only, will take a turn giving a silent demonstration of the gesture he thinks goes with the statement he has chosen. The other members have no more than 3 tries to guess which statement is being demonstrated. Following 3 wrong guesses, the performer combines the gesture and his chosen statement.

The student chooses from the following list and pantomimes:

a. Peace
b. Have a seat.
c. Everything is A-okay.
d. Get out and stay out.
e. Speak up. I can't hear you.
f. I'm worried.
g. How was I to know?
h. Eek! A mouse!
i. The fish was this big.
j. Nancy, this is Bill. Bill, Nancy.
k. Aw, g'wan, you're putting me on.
l. Psst!
m. Who me?
n. Stay away from me!
o. He's a little goofy.
p. Stop right there!
q. How do you like my hairdo?
r. Welcome to our home.
s. I've had it up to here with your nonsense!
t. You bum, you struck out with the bases loaded!

Small Groups of 6: Prepare a 3-minute skit involving an "incident" at school, at home etc. Half of the group will present the skit role-playing 3 characters but will only talk, using no body movements, emotions, or expression. This group will go first, and then the other members will present the same skit using expression and movement.

(Note to the Teacher): After the presentations, have a class discussion on the necessity for nonverbal cues in conveying emotional information.

VARIATIONS ON TWO POPULAR CONVERSATIONAL STRATEGIES

Most of us have used interview techniques and identification games at one time or another in our intermediate language classes. Each activity has many variations, some of which I would like to describe.

The "My Questions Interview" is described by Karen Krupar in her book, Communication Games (New York: Free Press, 1973), p. 5. She indicates that most of the time, the questions we ask in an interview are like stabbing in the dark. Frequently, we never do ask the really important questions. The solution she proposes is imaginative, and has particular application to a second language situation. She suggests that each student draw up his/her own questions, the ones most useful in giving an accurate picture of one's own interest, hobbies, beliefs, values, etc.

The procedure is simple: Students are assigned to bring to class a list of (10-20) questions about themselves. At the beginning of class, students are paired off. They exchange lists with each other so that Mary has Tom's questions about himself and Tom has Mary's. they are given (10-20) minutes to interview each other, jotting down important responses in the process.

The follow-up has several options. Mary and Tom could be asked to join with one or two other pairs. Tom introduces Mary to the group and in turn, Mary introduces Tom. The others repeat the process. If desired, each student may be allowed to correct by his/her interviewer. Another option would be for the teacher to draw the name of a student from a bag and then the interviewer would introduce that student to the class.

The strategy has many positive aspects. Mary and Tom know in advance the questions they will be asked and can prepare accordingly. Also the questions are often more "relevant" because they relate more directly to the person's own likes and values. As I have used this activity in class, I have been surprised at certain questions the students have introduced about themselves.

"Who Am I?" is a popular conversation "game" and has been included in such books as Conversación y controversia. To prepare the class, I usually provide each student with a worksheet which includes the most frequently asked questions: e.g., Am I living or dead¿ man or woman¿ real or fictional¿ old or young¿ American or from another country¿ Am I an actor, millionaire, politician, scientist, athlete, ...¿ Am I ugly or handsome¿ Did I die withing the past ____ years. Am I married or single¿

To give them practice with the questions, I draw out of an envelope the name of a famous person, and then they ask questions until they discover the identity of the person. If necessary, I repeat the process two or three times, or until it appears that nearly everybody understands the procedure. At this point, I inform them that I am going to tape the name of a famous person to their back, and they have to discover who it is. After having the name taped on, they show it to either a partner or others and begin to ask questions. They continue until they guess their identity.

Generally, the only answers I allow are "yes" and "no." Only if the student is having a really hard time do I allow extra clues. Some of the names that are popular are Mickey Mouse, Joe Namath, Snoopy, Robert Redford, Batman, Abraham Lincoln, my own name, Brigette Bardot...

The "Who Am I¿" activity allows for several alternatives. After a certain point, students might be encouraged to think up names of famous people for each other. Also, instead of placing names on the backs of students, one student could be asked to draw a name from an envelope and other students might be as few as one or two or could be the entire class.

Ron Freeman
CSUF

Central Valley Foreign Newsletter
Vol.3, No. 1

LANGUAGE ORIENTED CLASSROOM GAMES--AN OVERVIEW

Editors' Note: The following materials were supplied to us by Bonny Montgomery and Shirley Briggs. These games were among the many discussed at a section of the ACTFL meeting in Washington, D.C. last Fall. They appear to be excellent games to be used from time to time in the classroom, both to break the monotony and teach some language on the sly as well. Though the directions, etc. are in English here, the games are obviously adaptable to the foreign languages.

Title: HEADWORD

Equipment: Blackboard, pencil and paper for each player

Rules: The teacher, or the first player, chosen by lot, writes any word on the blackboard. All players, including the one who writes the word on the blackboard, then try to make as many words as they can think of out of the letters that make up the Headword. Players do not need to use all or any given number of the letters of the Headword, but they are limited to those that appear. They cannot use any letter in a new word they make more often than it appears in the Headword. That player wins who is able to find the largest number of words he can make.

Comments: This is an excellent game for building vocabulary.

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Title: MISSING LETTERS

Equipment: Blackboard (or a large piece of paper), chalk, pencil and paper for each player.

Rules: The teacher or a player writes the first and last letters of a 4 or 5 (or more) letter word on a blackboard or a large piece of paper. He marks an "X" between the first and last letter of the word for each of the missing letters: e.g., BxxD for Bird. The rest of the players in turn must try to guess the missing letters. The player who guesses the word writes a new word in the same manner for all to guess. It is important to limit the game to words of a specified number of letters, depending on the ages and abilities of the players.

****

Title: BURIED WORDS

Equipment: Blackboard and chalk, or paper and pencil for each player

Rules: Each player in turn writes down a sentence in which a noun (name of a city, country, animal, person, fruit, or any other) is buried, because portions of the noun are split up between several words that mean something else entirely.

Example: IamaZE BRAzilians with tricks.

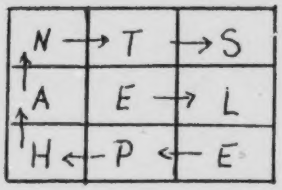
Variation: The teacher, or the first player chosen by the lot, composes one sentence, like the one described, and writes it on the blackboard. The first player to guess the hidden word may then come up and write his sentence with a hidden word, and so on.

****

Title: PUZZLE WORD

Equipment: Pencil and paper for each player

Rules: Each player draws a square, about 3" x 3", on his own sheet of paper and divides it into 9 smaller squares (see diagram). He then decides on a nine letter word and writes that word into the square, one letter per space. The letters must be arranged so that starting with the first, each following letter is placed into an adjacent square that has a common side with the previous one.



The example, using the word "elephants" shown above, demonstrates one way in which the letters must be written down so that starting with the letter "E" a pencil line can connect all the letters in their proper order going from one square to the next, without doubling back across any square or letter. Once every player has made his own puzzle out of sight of all others, each passes his paper to the next player to his right, who then tries to solve it. That player wins who solves his puzzle first.

****

Title: ANAGRAMS

Equipment: Paper and pencil for each player

Rules: Each player is required to think of a five-letter noun (limited, if desired, to animals, place names, or any other category). He then writes down the letters of the word so that they are totally scrambled, and passes his jumbled word to the next player to his right. The player wins who first unscrambles the letters and forms either the original word or any other word, using all the letters given him by the player to his left. Of course, words of more than five letters may be used if the players so decide in advance.

Variation: Before he passes his paper to the next player, each player scrambles a list of three or more nouns, or a short sentence of five words in which each word, though scrambled, is written separately.

****

Title: MOSAIC

Equipment: Blackboard and chalk, two pieces of paper and one pencil for each player.

Rules: Each player in turn writes any noun he chooses on the blackboard or on a large sheet of paper that all can see. All players are then required to write a story, using all the nouns listed. Each may use the nouns in any order he chooses. The winner may be the one all agree is the best.

****

Title: WHO AM I?

Equipment: None

Rules: Have the students write a short biography of a famous person or possibly a classmate without saying the name of the person. After hearing the biography, his classmates must guess who it is. To aid the students in their biographies, it may be useful to pre-teach some expressions: I was born....I spent most of my life...I am famous for...

Comments: Allow 20-30 seconds for guessing so there is time for everyone. Or collect the papers, correct them and reintroduce them some other day. Limit each biography to 30-40 seconds. Useful for Levels I-V.

Title: LET'S TAKE A TRIP

Rules: The teacher (or a selected student) says, "We are going to take a trip. But before we go, we'll have to pack a suitcase. We'll just pack certain things. These things will begin with the letter __?__ (ex. 'a')." Going about the room in a predetermined order, one student says, "I must repeat, I,m going on a trip and I'm going to pack___(any noun starting with the letter 'a')" As soon as a student is unable to think of another thing that starts with the selected letter, choose another letter sound for things to be packed.

Another variation of the game would be for the teacher to say, "I'm going on a trip and I'm going to pack____(noun starting with any letter)." The next student must begin his list of items packed with the object mentioned by the preceding student and add his own selection. As soon as a student misses by not being able to think of a new item to pack or by not being able to recall what was packed by the previous person, select another letter sound for things to be packed.

Comments: Useful for Levels I-V. However, in lower levels lack of vocabulary will prohibit students from continuing with one letter for a relatively long period of time.

****

Title: OLÉ (A Version of Bingo)

Equipment: Each student should have two sheets of paper.

Rules: Have the students write down ten verb forms in the preterite(imperfect, present, etc.) tense and then arrange them in alphabetical order. After the list is made, then have the students copy each of the forms onto a separate little slip of paper, and hand the ten slips to the teacher. Be sure students keep the original alphabetical list for themselves. Place each student's ten slips in a basket and mix them together. The teacher will begin the game of Olé by pulling out one slip at a time and reading the word on it to the class. As the teacher reads, if the student has the word on his list, he is to check it off. The person who can check off all his ten words first wins. He must shout Olé and read off his ten words for checking.

Comments: This game can also be used with adjectives, idiomatic expressions, numbers, etc. Useful for Levels I-V.

****

Title: I SPY

Rules: The game is started by having a selected student or the teacher selecting some object within eyesight and saying: "I spy something that starts with _______ (gives the initial letter)." Then, going about the room, in some predetermined order, the spy calls on students who in turn try to guess what the object spied is. The student who correctly guesses the item replaces the "spy" and the game begins another round.

Comments: This game is very good for reviewing vocabulary and the alphabet. However, it is played too slowly to be used often. Good for 5 or 10 minutes at the end of the period. Levels I-II.

****

****

Title: BECAUSE

Equipment: None

Rules: The first player describes any event in the simplest way; e.g., "The toast burned." The second player is required to give a reason; e.g., "Because the toaster was turned up too high." The third player (or the first, in a game of two) must then state a probable effect--"And everyone had charcoal for breakfast." The next player starts with a new statement and so on.

****

Title: THE ABC GAME

Equipment: None

Rules: The first player is chosen by lot. He names any letter of the alphabet. Each of the players in turn must name within 15 seconds or any other agreed-to-time period, a word that begins with that letter. Any player who fails to do so is out of the game. Once each child has taken his turn, the next player (chosen by lot or by agreement among players) names any other letter of the alphabet, and so on. No player may use a previously mentioned word. The last remaining player is the winner.

Variation: This game may be limited to cities, countries, nouns, verbs, flowers, animals, or any subject with which the children are familiar.

****

Title: MISSING NOUNS

Equipment: Blackboard and chalk, and pencil and paper for player.

Rules: The teacher, or player chosen by lot, writes a story on the blackboard, leaving out all the nouns, leaving empty spaces in their place, and marking each space with a number.

Example: I went to the 2 in order to find a 3. When he came to 4, he went into the 5 and spoke to a 6....and so on.

Each child either draws a picture or writes down a noun. He numbers it according to the space into which it is supposed to fit. At the end of the agreed-to time period, each player reads the whole story or sentence, including the nouns he has drawn or written, each placed into its proper space.

****

Title: OBSERVATION

Equipment: Paper and pencil for each player; a number of small common objects.

Rules: All players remain outside the classroom. Meanwhile, one player chosen by lot, or the teacher, places a number of objects on a table inside the room. The number and variety of the objects to be arranged depend on the level and experience of the players.

Each player then returns to the room alone, and stays in it for an agreed length of time, looking at the heaped objects on the table. He then leaves the room, and once outside, writes down all the objects that he saw and can remember. The player or players win who can accurately remember, name, and describe one or more qualities of each object that was heaped on the table. For very young players, it is sufficient that each remember the objects only.

Variation: Instead of requiring players to leave the room, the designated first player or teacher may place the objects in a large paper bag. This bag is passed around the room. Each player is then required to reach into the bag, but may not look into it. He may feel the objects in the bag for 20 seconds, and then must pass it to the next player.

When all players have had their turns, each then either recites or writes down the objects that he can identify.

Comments: Levels I-V

****

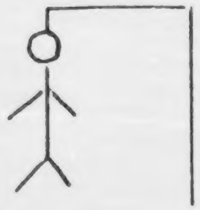
Title: HANGMAN

Equipment: Blackboard

Rules: The teacher, or a player chosen by lot, decides on a word or short sentence that is well known to all players. He then draws a series of dashes on the blackboard, each representing one letter of the sentence with each group of dashes representing one word separated from the next.

Example: "I am silly," would be shown as __ __ __ __ __ __.

Each player in turn may then guess any letter of the alphabet. When he guesses a letter that is part of the sentence and that has not yet been entered, then the first player or teacher must write it over the proper dash. In case of a double-letter word, or whenever the same letter appears more than once in a sentence, the first player writes the letter in each dash in which that letter appears.



If a player fails to guess a letter used in the word or sentence, he draws a circle for the first error, a line each for the body, ledgs, arms, of a stick man for each of the succeeding errors, one line of a gallows for each of the following errors, a rope, and finally a noose around the man's head for the rest, one line for each error (see illustration). When a player completes his drawing, he is out of the game. The player who either names the last remaining open letter or who guesses the whole sentence even before all the letters are named, wins. Any player who tries to guess the whole sentence, but fails, must add two strokes to his hanged man at that turn.

****

Title: RUMOR

Equipment: None

Rules: Players are seated in a circle. The first, chosen by lot, whispers a short sentence in the ear of the second. The second player repeats what he heard or what he thinks he heard by whispering this into the ear of the third, an so on, until the message reaches the last player. He then repeats the message as he received it and compares it to the sentence that the first player announces as the one that he whispered to the second player.

Comments: Useful for Levels I-V

Title: COOPERATIVE TALE

Equipment: None

Rules: One player--or an adult--starts a story by telling a few sentences: e.g., "Once upon a time I went to the Zoo..." Each following player in turn adds whatever he wishes to the last player's sentence: e.g., "The keeper had left a cage door open..." "And so, just as I got there, a bear walked out..." and so on.

****

Title: WHERE AM I?

Equipment: None

Rules: One player is chosen to be "it." The class asks him a question like, "Are you south of Washington. D.C.?" which may only be answered by a "yes" or "no." The person who guesses the location is now "it."

Variation: The teacher is always "it." The class is divided into two groups. The players question the teacher until one succeeds. The team the successful player is on gets the point. Game can be any specified number of points.

****

Title: VERB GAME FOR REVIEW OF TENSES

Equipment: None

Rules: Divide the class into two teams. Have the first person from each team go to the board. Give the students at the board the infinitive, the these, and the person of the verb (i.e., ir, imperfecto, yo). The first person to correctly write the verb on the board wins a point for his team. You can then move on to the next two people on the team and so on around the room.

Comments: This game may also be done orally and may be used in Levels I-V.

****

Title: PASSWORD

Equipment: Dial to indicate number of points awarded for word. List of words.

Rules: Class is divided into two groups. A leader is chosen for each group. The teacher shows one selected word to both leaders who then in turn give clues in the language to the other members who try to guess the word. Points are awarded according to thenumber of clues required to identify the word.

Comments: If an answer given is a form of the word, the student gets one try to identify the specific word. Suitable for Levels II-V.

****

Title: 20 QUESTIONS

Rules: Think of a person, dead or alive, or of a place or a thing and tell the class whether it is a person, place or thing. The class will then have to guess in 20 questions who or what it is. They can ask questions such as:

For a person:	Is he living now? Is he a famous person?
For a place:	Is it a city? Is it in Europe?
For a thing:	Is it metal? Is it found in the schoolroom?

Comments: Useful for Level I-V.

****

Title: I'VE GOT A SECRET

Rules: Have the student think of something interesting and write it on a piece of paper. No secret can be something personal, something related to the class, or something related to another person in the class. Then have the student stand up and say to the class: "I've Got a Secret." Now it is up to his classmates to guess the secret by asking questions such as:

Does it have to do with you, yourself?
Does it have to do with a classmate?

Comments: To give everyone a chance, limit the number of questions. Or time allowed for each secret should be limited to two minutes. Useful for Level III-V.

****

Title: SIMON SAYS (Simon dit, etc.)

Equipment: No equipment necessary. However, it may be helpful in lower levels where the number of commands and the amount of vocabulary known by students is limited, to have each student have on his desk a pencil, pen, book, notebook, etc.

Rules: The teacher or a selected student is to give commands, himself following each as he calls it. The rest of the students in the class are to follow the command or directions given if prefaced by, "Simon says..." When a student fails to follow the rules of the game, he is "out" until a new Simon(leader) is selected. The new Simon is that student who is the last to remain in a given round.

Comments: Commands should be given as rapidly as possible, allowing for a reasonable amount of time for them to be carried out in order to make the game fun and worthwhile for the students. May be used in Levels I-V, the commands given becoming more difficult as the students' knowledge of the language increases.

****

Title: CATEGORIES

Rules: Each player chooses one category such as animals, clothes, food, etc. at every turn. The next player is required to name one member of that category. If the second player gives the correct answer, he then demands that the third player name any member of a category that he chooses, and so on. Any player who fails to name a member of a requested category or who gives an incorrect answer may not, at that turn, ask the next player to name a category.

Comments: Useful for Levels I-V.

Title: WHAT DO YOU SAY?

Equipment: Ample supply of cartoons from various sources; Liquid Paper; Copy Machine

Rule: Student teams receive cartoon strips without any words and must supply dialog to only one character or picture; he cannot suggest to others on the team what the point of the dialog is or is supposed to be. Their written-in words must speak for themselves. Class votes on the best work. For extra incentive, some adjustment to the score may be made for mistakes on grammatical material current in the class at the time. This can be done by subtracting a certain number of votes, e.g. 2 votes, from a team's score for every 5 mistakes made.

ALLÔ ALLÔ

Are you looking for a novel approach to teaching some practical conversational skills at the intermediate or advanced levels? Here is a suggestion. Contact the business office of your local telephone company for use of a tele-trainer, a device used to teach basic telephone skills. It consists of two telephone receivers connected to a control board which allows the "operator" to ring the individual phones or produce a busy signal. It also has a speaker which allows the entire class to listen in on the two-way conversation.

Refer to the yellow pages of your telephone book for ideas and list a series of services or professions on individual index cards e.g., "You are a nurse in a pediatrician's office"; "You own a pizza parlor"; "You are a garage repairman".

On another series of index cards, list consumer situations which match the service cards, e.g. "Your child is ill, call the pediatrician and explain the nature of the illness, ask for an appointment, etc..."; "Your T.V. set is not working, call the repairman and explain the problem, ask for service, give your address, etc..." "You are hungry, call the pizza parlor and order 3 different kinds of pizza"; "Your car has broken down, call a repairman, explain the problem, tell where you are, etc..."

The exercise consists of shuffling the cards and allowing each student to choose one card. Then, match the situations and allow one of the students to sit outside the room with a telephone to complete the call. The teacher at the control board connects the two callers and the entire class hears the conversation. Following the call, the class discusses vocabulary, content, and comments on the dialogue.

This type of conversational exercise can be done with advance vocabulary preparation by the entire class or it can be done spontaneously depending on the level and ability of the class. I have found that the exercise must be kept lively in order not to become overworked. And for added interest, use the busy signal occasionally.

Paul Lanciaux
King Philip Regional High
Wrentham, Mass.

TRANS-EUROPEAN STUDENT PROGRAMS: If you need help in raising money and promoting FL study at the same time, you might look into TESP-Trans-European Study Programs. This is a non-profit educational foundation which performs several services: it offers a wide selection of imported products which you can buy at low wholesale prices and sell for the benefit of your language club or scholarship program; and it has low-cost study programs abroad for students and teachers of French, German, Latin, and Spanish. Scholarships for teachers of French and German will be available in 1977 for two and three week periods, with flights from Minneapolis, Chicago, New York, and Los Angeles. All programs are operated for teachers by teachers.

For further information and free wholesale list, write on school letterhead to:
J.R. Kisch, Executive Director, TESP, Box 1485, Jamestown, ND, 58401

SEXISM IN FOREIGN LANGUAGE TEXTBOOKS

Are you bothered by sterotypes that you find in your FL textbooks? Does it annoy you and your students, in the study of adjectives, for example, that the boys are always "intelligent" and the girls are always "pretty"? These and other examples are explored in a new slide-show package, "Sexism in Foreign Language Textbooks," prepared by Rhoda Stern, supervisor of the Language Laboratory at the Bernard M. Baruch College of the City of New York, and Women on Words and Images, a group of consultants based at Princeton University.

The package, containing a 140-slide carousel tray with cassette tape narration and script, runs for 27 minutes and rents for $35. It could be the keystone of a conference session or special program and would certainly generate lively discussion. For information on rental and booking, please write to:
WOWI, Dept. F, P.O. Box 2163, Princeton, N.J. 08540

Traveling abroad? Blue Cross has published a booklet, " A Foreign Language Guide to Health Care," containing 96 pages of phonetic phrases for almost any health situation in French, German, Italian, and Spanish, plus advice on finding doctors abroad, immunizations, etc. Copies should be availablefrom any Blue Cross office.

* * *

McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020, publishes a quarterly newsletter called *Babel Rouser* for foreign language teachers.

Subscriptions are free; the first issue appeared in Spring 1976.

* * *

FILMS AND THEIR USE

The NCSA has just published: *Films and How to Use Them. A Handbook for the Foreign Language Teacher*. The handbook attempts to provide teachers with practical, pedagogically valid information on the use of films in the classroom. Several chapters treat more theoretical topics relative to films and their use, while other chapters contain specific information such as the identification and explanation of parts of a projector. The Appendix contains a rather extensive list of sources from which teachers may acquire foreign language films.

Those interested in a copy of the publication should remit one dollar to:
NCSA Film Handbook
339 Walnut St.
Philadelphia, PA 19106

SYSTEM, May 1977 Special issue devoted to the individualization of foreign language instruction, guest-edited by Professor Howard B. Altman. The following articles appear:

1. Howard B. Altman
   Professor of Modern Languages, U of Louisville; 1977
   President of the American Council on the Teaching of
   Foreign Languages.

   "Individualized Foreign Language Instruction and Systems Thinking: An American State of the Art."

2. John F. Bockman
   Program Analyst and formerly Foreign Language
   Coordinator, Tucson Public Schools.

   "Adapting PERT to the Process Evaluation of an Innovative Foreign Language Program."

3. Reneé S. Disick
   Teacher of French, Valley Stream Central High
   School, N.Y.

   "Structure and Sequence in a Flexibly Paced Foreign Language Program."

4. Frank M. Grittner
   Specialist, Foreign Language Education,
   Wisconsin Department of Public Instruction.

   "Democratization of the Foreign Language Program through Individualized Instruction."

5. Carol Hosenfeld
   Assistant Professor of Foreign Language
   Education, State University of New York at Buffalo.

   "Individualizing Second-Language Learning: An Exploration into the Reading Process."

6. Gerald E. Logan
   Director, "Kleine Schule", formerly Head of the
   Foreign Language Department, Live Oak High School, California

   "Developing conversational Skills in an Individualized Language Program: A Systematic Approach."

THE POCKET TRANSLATOR

At the Language Research Center of Brigham Young University in Provo, Utah, a language translation robot has been developed over the past six years which is expected to be completely operational by 1978. Part of the multilingual Computer Assisted Translation Project, the translator already is programmed to translate English, French, German, Portuguese, and Spanish, while other languages are being put into the program. The CAT system is the result of Dr. Eldon Lytle. --Richmond News Leader, 4 December

PLURESY

We'll begin with a box and the plural is boxes,
But the plural of ox should be oxen, not oxes,
Then one fowl is a goose but two are called geese,
Yet the plural of mouse should never be meese.
You may find a lone mouse or a whole set of mice,
Yet the plural of house is houses not hice.
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beet?
If one is a tooth and a whole set are teeth,
Why should not the plural of booth be called beeth?
Then one may be that, and three would be those,
Yet hat in the plural wouldn't be hose
And the plural of cat is cats and not cose.
We speak of a brother and also of brethren,
But though we say Mother, we never say Methren.
Then the masculine pronouns are he, his, him.
But imagine the feminine she, shis, and shim.
So English, I fancy you all will agree
Is the silliest language you ever did see!

U.N. BLOOPERS

'Fear of Competence'   By Serge Schmemann

United Nations, N.Y. (AP)-The United Nations has its light side, which Alexander Schwartz has been quietly recording for years.

Schwartz, a 49-year old Hungarian-born translator, in 11 years with the organization has called dozens of written "bloopers" from the thousands of documents that pass his way.

There was the document, for example, speaking of "the Secretariat's fear of competence..." True or not, it should have read "sphere of competence."

In the following, the correct word is in parenthesis:

*"...support for the depraved(deprived) people of that territory..."
*"...the former president of Honduras, recently acquitted(accredited) by his government..."
*"...would give the 18-nation committee a new impotence(impetus)..."
*"...unparalleled in the whole history of Jewish prudence(jurisprudence)..."
*"...no prospect of Korea (career)service for expatriate officers..."
*"The accusations(observations) of the Moroccan delegation will therefore be free(brief)..."
*"Great successes have been achieved in the Ukraine in combatting various diseases. the number of hospital death(beds)has increased by 200 per cent...
*"...the predator(creditor)must not be deprived of his rights..."
* "The Working Group had a number of naughty(knotty)problems to consider..."
* "In pre-Revolutionary Russia, immortality(immorality)had been high..."
*"He hoped that it would aid the poorest traitor(strata) of society..."

SWAP SHOP

Do you know that...?

,,,A question mark is a picture of an ear?

...An exclamation point is a Latin word "io"!a shout for joy?

...The $ sign, the basic monetary unit of the United States, Australia, Canada, Ethiopia, Guyana, Liberia, Malaysia, New Zealand, Trinidad, Tobago, Western Samoa, Hong Kong and Singapore originated under Charles V of Germany to represent the Pillars of Hercules entwined with a scroll that bore his motto "Plus Ultra"? According to the myth, when Hercules was on his tenth assignment he traveled to the Straits of Gibraltar where he set up two pillars on the side--the rocks of Gibraltar.

...The word "dead" is used to describe an inanimate object is a euphemism for "damn"?

...The expression for unconcern "I don't give a dam" is not profanity. A "dam" is a small Indian coin woth "two cents".

...The seventh note of the scale is the initials of Saint John? Guido of Arezzo, a Benedictine monk of the eleventh century, a teacher of singing invented a Great Scale which is the basis of our modern musical notation. Guido took the syllables "do, re, mi, fa, sol, la, si(ti)" from a Latin hymn to St. John the Baptist:

Do queant queant laxis
Resonare re fibris
Mira gestorum-orum
Fa muli-li tuorum
Solve solve pollutis
Labüs is reatum
Sancte Ionnanes, te Ionnanes Sancte te Ionnanes
Do...... ..

The repetitions are my insertions to facilitate the singing to the melody of Do-re-mi in the song of "Sound of Music".

..."To sleep like a top" has nothing to do with the top that spins around; it is the "taupe", French for dormouse, named from the fact that being nocturnal and hibernatory it is often found sleeping.

..."Tip" means "to insure promptness

..."Fad" is a thing "for a day"

...The male sex symbol, a circle with an arrow tip is the shield of Mars

...The female sex symbol circle with the two bars across the bottom represents the looking-glass of beautiful Venus;

...Old King Cole" was Lomg Coellus, third century king of the Trinobantes. The Trinobantes were an ancient non-Belgic settlers in what is now Colchester, Essex County, Southeastern Britain; that Finn Mac Cool, hero of Ireland was his son; that Helena the mother of Constantine was the daughter of Old King Cole;

..."A" is the first letter of the alphabet because it is the first sound a baby makes;

..."M" is the picture of a wave and its accompanying sound is a natural, for the sinequa non of life--water;

...The word "not" has an affirmative as well as negative connotation. Some people call it "pleonastic negative" implying thereby that it is an unnecessary negative. This is a false label because it is necessary as a doubly or triply emphatic affirmative; e.g., the statement "I wouldn't be surprised if he didn't come"could have exactly opposite meanings: You expect him; you do not expect him--depending on whether you are using it as an emphatic affirmative or a negative; other examples of "not" as an affirmative are:

the coach says "Go there and see if you can't win!
Wouldn't you know!

Betty Furness on August 11, 1976 TODAY Show, re women's fashions: "Do you think women might not be tired of the pant suit, jeans, sweaters and skirts, and might not want something new?" Both of these "nots" could be omitted without changing the meaning. Their presence emphasizes the affirmative.

"I walked in and wasn't he there!

Sister Anna Roberts
Bishop Scully High School, Amsterdam, NY

HOTEL SIGNS:

Italian hotel brochure: This hotel is renowned for its peace and solitude. In fact, crowds from all over the world flock here to enjoy its solitude.

Lisbon Hotel: If you wish disinfection enacted in your presence, please ring for the Chambermaid.

Rome Hotel: Fire! It is what can doing, we hope. No fear. Not ourselves. Say quickly to all people coming up down everywhere a prayer. Always a clerk. He is assured of safety by expert men who are in the bar for telephone for the fighters of the fire come out.

Polish Tourist Brochure: As for the tripe serves you at the Hotel Monopol, you will be singing its praises to your grandchildren as you lie on your deathbed.

Moscow Hotel: If this is your first visit to the U.S.S.R. you are welcome to it.

French Hotel: A sports jacket may be worn to dinner, but no trousers.

French Restaurant Menu: Extract of fowl, peached or sunnyside up.

Turkish Dentist Sign: American Dentist. 2nd Floor--Teeth extracted by latest Methodists.

Athens Hotel: Visitors are expected to complain at the office from 9 to 11 daily.

Tokyo Hotel: Is forbidden to steal towels please. If you are not a person to do such is please not to read this.

Swiss Menu: Our wines leave you nothing to hope for.

Leipzig Elevator: Do not enter the lift backwards and only when lit up.

French swimming pool: Swimming is forbidden in absence of the Saviour.

Spanish Hotel Ad: The provision of a large French widow in every room adds to the visitors comfort.

Athens Hotel: Bowels in sauco. (tripe meant)
Chopped up cow with wire through it (diced beef on Skewer(shish-kebob)
Rape a la marinera (Rape is a type of fish) English side of Menu reads "Rape sailor style"
Peoples will left the rooms at midday of tomorrow in place of not which will be more money for hole day.

Submitted: Dr. Ronald Young
Dept. of Spanish and Portuguese
San Diego State

HOLIDAY CALENDARS FOR TEACHERS OF FRENCH, GERMAN, AND SPANISH

Un Calendrier de Fetes en France (Des fêtes traditionelles et nationales)

1e janvier	LE JOUR DE L'AN les étrennes, des cartes qui souhaitent une "Bonne Année."
6 janvier	LE JOUR DES ROIS des cadeaux aux pauvres, la galette des rois, dans laquelle on trouve la fève.
2 février	LA CHANDELEUR On fait des crêpes.

Le Carême commence par le Carnaval du Mardi Gras et se termine à Pâques.

Mardi qui précède le Mercredi des Cendres	MARDI GRAS le carnaval, en particulier à Nice, avec des défilés de chars, des batailles de fleurs, des bals costumés et le Boeuf Gras.
1e avril	"POISSON D'AVRIL" les poissons d'avril, des poissons partout.
jour mobile	PÂQUES Les cloches sonnet; pour les enfants, des oeurfs en chocolat; et wurtout, la messe.
1e mai	LA FÊTE DU TRAVAIL Les manifestations organisées par les Syndicats; c'est aussi le jour des "portes-bonheurs" de muguets.
deuxiéme samedi de mai	FÊTE DE JEANNE D'ARC née à Domrémy
8 mai	LA FÊTE DE LA VICTOIRE
24 mai	LA FÊTE DE SAINTE SARA Tous les bohémiens de l'Europe se réunissent aux Saintes-Maries-de-la-Mer pour fêter leur patronne, Sainte Sara; une procession de ses reliques.
25 mai	LA FÊTE DES SAINTES MARIES Une procession des reliques des deux saintes.
sixième jeudi après Pâques	LA PENTECOTE on va à la campagne pendant ces deux fêtes religieuses au printemps
Corpus Christi	LA FÊTE-DIEU on décore les maisons, on fait des reposoirs en plein air.
23 juin	LA VEILLE DE SAINT JEAN c'est une fête que les Druides éclébraient pendant le solstice: de grands feux sont allumés.
14 juillet	LA FÊTE NATIONALE on passe la Revue, un grand défilé militaire à Paris.
15 août	L'ASSOMPTION

1 vovembre	LA TOUSSAINT une messe pour tous les saints.
2 novembre	LE JOUR DES MORTS des prières pour les morts.
11 novembre	L'ARMISTICE
25 novembre	LA SAINTE CATHERINE les "midinettes" coiffent la Sainte Catherine; ce sont des demoiselles qui ont plus de vingt-cinq ans.
6 décembre	LA SAINT NICOLAS "Saint Nicolas" et le "Père Fouettard".
24 décembre	LA VEILLE DE NOËL la crêche, les santons, la foire des santons à Marseilles; la messe de minuit, le réveillon.
25 décembre	LE JOUR DE NOËL un grand diner chez soi.

Kalender der Deutschen Festage un Festlichkeiten

Januar	Neujahr--Sylversterfeier (vom 31. Dezember bis 1. Januar) Dreikönigsfest (Epiphanie, den 6. Januar)
Februar	Fastnacht/Fasching/Karneval Rosenmontag Fastnacht (Dienstag) Aschermittwoch
März - April	Lätare (den 4. Fastensonntag) Palmensonntag Die Heilige Woche (Karwoche) Gründonnerstag Karfreitag Karsamstag Ostersonntag Den 2. Oster-Feiertag (Drei Wochen Schulferien) Walpurgisnacht (den 30. April)
Mai	Maifeiertag (den 1. Mai) gesetzlicher aber nicht gleichzeitig kirchlicher Feiertag Muttertag (den 2. Sonntag) Seniorenausflug Christi Himmelfahrt (vatertag) (40 Tage nach Ostern)
Juni	Pfingsten (50 Tage nach Ostern) Zweiter Pfingst-Feiertag Trinitatis (Dreifaltigkeisfest; Sonntag nach Pfingsten) Tag der deutschen Einheit (den 17. Juni - nicht mehr gefeiert) gesetzlicher aber nicht gleichzeitig kirchlicher Feiertag

Fronleichnam (Corpus Christi; der Donnerstag nach Trinitatis; Feier der Transubstatiation)
Sonnenwendfeuer (den 21. Juni) (Der Beginn der grossen Schulferien--sechs Wochen lang)
Johannistag (den 2. Montag nach Trinitatis)
"Kieler Woche" (Internationale Segelregatta in Kiel)
Peter-und Paulustag (den 29. Juni)

Juli und August

Karl May Festspiele (Bad Segeburg)
Allerlei Festspiele kommen vor; von Kiel bis Klagenfurt, von Frankfurt am Main bis Frankfurt an der Oder: Musikfestspiele, Filmfestspiele, Opernfestspiele, Singfestspiele und Sportfeste.
Mariä Himmelfahrt (den 15. August)

September

"Oktoberfest" in Müchen (16 Tage lang; am Ende des Monats beginnend)
Michaelstag (den 29. September)

Oktober

Verschiedene Weinfeste am Rhein
Kirchweih (Oft den 3. Sonntag)
Reformationstag (den 31. Oktober)

November

Allerheiligen (den 1. November)
Allerseelen (den 2. November)
Martinstag (den 11. oder den 3. November)
Busstag (den 20. November)
Totensonntag (den 24. Sonntag nach Pfingsten, letzten Sonntag des Kirchenjahres)

Dezember

1. Adventssonntag (Beginn des Kirchenjahres) Nikolaustag (den 6 Dezember)
2. Adventssonntag
3. Adventssonntag
   (Schulferien ab dem 22. Dezember)

Heiliger Abend (den 24. Dezember)
Erster Weihnachtsfeiertag (den 25. Dezember)
Zweiter Weihnachtsfeiertag (den 26. Dezember)
Sylvesterabend (den 31. Dezember)

Mexican holidays
(The following calendar is an extremely pared down one limited to the most important holidays and those you might enjoy celebrating with your classes. The Mexican Department of Tourism has published a nearly 200-page book Fiestas in Mexico as a guide for tourists.)

6 January

Three Kings Day (Santos Reyes), observed all over Mexico. This is the traditional date when Mexican children set out their shoes, expecting them to be filled with gifts. Pilgrimage to Chalma (shrine with healing powers). In Malinalco, state of Mexico, there is a festival with dances of the "Muleteers", "Moors" and "Christians".

17 January	San Antonio Abad and Blessing of the Animals. All over Mexico not only household pets, but cows, pigs, and chickens, all for priestly blessing. Kittens are outfitted in new gingham dresses and pigs are polka-dot painted.
2 February	Día la Candelaria, dances, parades, bullfights, all over Mexico. This Festival ("Candelaria" means Candlemas) is particularly colorful in Tlacotalpan, Veracruz (lantern-decorated streets, popular Fair and Exposition, public dancing featuring "La Bamba", horse races, water sports, running of the bulls.)
5 February	Constitution Day, observing the forming of the Constitutions of 1857 and 1917.
March-April	(variable date) Holy Week, widely observed with special Passion play presentations all over Mexico, especially in Taxco, state of Guerrero (all week.)
15 April- 5 May	Aguascalientes Feria de San Marcos (Fair of St. Mark) actually falls on April 25, but fete is one of most important in Mexico, celebrated accordingly. Features native "Matachines", dances, "mariachis", bullfights.
1 May	Labor Day - parades are a feature of the day and construction workers place floral decorations atop the highest point of buildings under construction.
5 May	Anniversary of the Battle of Puebla in 1862, when the Mexicans defeated the French Army.
15 May	All over Mexico. San Isisdro Day, dances, livestock decorated with flowers.
May-June	(variable date) Corpus Christi Day. In Mexico City children, including babes in arms, are dressed in native costumes and taken to the cathedral on the *zocalo* for blessing. Afterward they'll pose for anyone in and about the *zocalo*-a field day for the photographer. In Papnatla, Veracruz, all-day presentation of Dance of the Flying Birdmen, a pre-Hispanic ritual to the sun.
24 June	Día de San Juan (St. John the Baptist) - anywhere in Mexico you might get doused with a bucket of water.
1 September	President's annual report (informe) to the nation. First day of congressional sessions.
16 September	Independence Day-starts the night before when all over Mexico public officials give the "grito", Father Hidalgo's original cry for independence.
12 October	Columbus Day (Día de la Raza). Festivals in Guadalajara, state of Jalisco, and religious celebration in nearby Zapopan.
1-2 November	All Souls' Day and Day of the Dead-candlelit all-night vigils at cemeteries, graves decorated with offerings of food and flowers for the departed.

20 November	Anniversary of the Mexican Revolution
12 December	Día de Guadalupe (Day of Our Lady of Guadalupe), Mexico's patroness saint, observed all over the country, but especially at the shrine in Mexico City with processions, native folk dances. It is the anniversary of one of the days Juan Diego saw the Virgin.
16-25 December	Christmas season, widely observed all over the country with posada processions leading to Christmas parties, nativity plays, castillos (towers) of fireworks. Mexico City throughout is decorated like a brilliant Christmas tree.
28 December	All Fools' Day throughout Mexico......same as April Fools' Day in U.S. featuring same sort of pranks.

THE IMPULSE, Illinois State University
vol. 2 n. 1 (October 1976)

National Multimedia Center for Adult Education

Adult Continuing Education Center
848 Valley Road
Montclair State College
Upper Montclair, New Jersey 07043

The National Multimedia Center for Adult Education (NMMC) is publishing the third in a series of selected bibliographies.

The current offering lists materials for use in teaching English as a Second Language. The **ESL Bibliography** is categorized according to reading and grade levels, and includes teacher guides, student texts and workbooks, and other teaching aids. There are materials designed to improve communications skills as well as vocational and job-seeking skills. While predominantly for use in teaching the Spanish-speaking, the **ESL Bibliography** includes materials for teaching American Indians and other minorities. **Consumer Education** and **Career Education** Bibliographies are also available. Each of the three costs $2.80.

The publishing of bibliographies is one of the services provided to adult education agencies by the National Multimedia Center. The Center distributes information about curricular materials to many state, regional and university agencies on a subscription basis. Materials are acquired and abstracted at the NMMC office, located at Montclair State College, and then are sent to Federal City College Library in Washington, D.C., for storage. Adult educators can write to Dr. Joseph Jacques, Director of NMMC, describing specific curricular-material needs, and from the 4,400 abstracts on file, appropriate titles will be selected. From the annotated list the educator can request the loan of actual materials from Federal City for examination.

In addition to this, the National Adult Education Clearinghouse, maintains a file of adult education publications which may be borrowed from the Montclair Center. The Clearinghouse publishes a monthly newsletter in domestic and international editions. The **AEC Newsletter** features an alerting service on current journal articles and publications of interest to adult educators. Short queries are invited to which readers may respond. There is also a roster of job openings in the field of adult education and list of available personnel.

For information on obtaining bibliographies, abstracts, newsletter, or other services, contact:

Dr. Joseph W. Jacques
National Multimedia Center
Montclair State College
848 Valley Road
Upper Montclair, NJ 07043

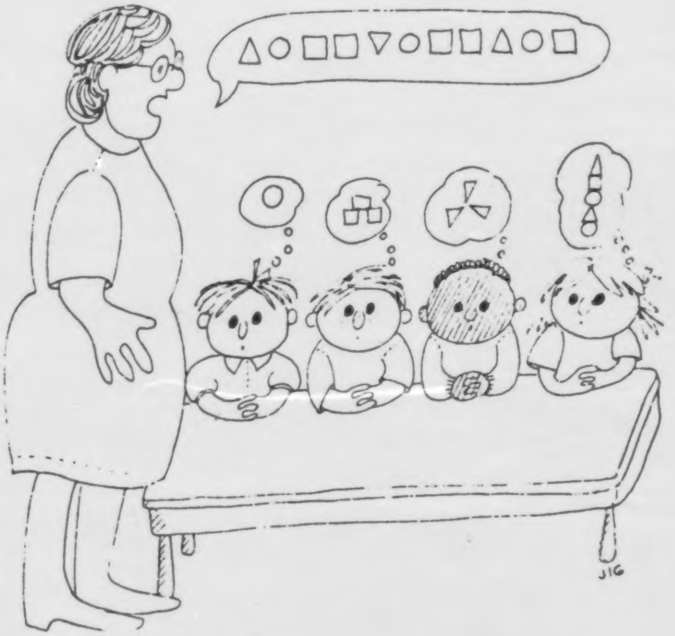
Singing Can be a Central Activity

I first brought music into teaching with the idea of starting a class and setting the tone. But I think songs can stand on their own as relevant and lively subject matter when analyzed and absorbed. Generally, teachers have considered singing as a peripheral activity, something to do when the nitty-gritty of language instruction has been accomplished. But well-chosen songs turn out to be teachable material students want to understand. Singing a song can be a dynamic dialog in which every student participates. The experience can be seasonal, regional, logical, pleasurable....with results both measurable and immeasurable. Cultural components embedded in the contents of songs appeal to students who want to understand a new milieu as well as improve their English.

--Beverly Dandurand
Southern Nevada Vocational-Technical
Center
Las Vegas

Editor's Note: Bev would be pleased to send interested readers a set of her ESL song sheets. The Voc-Tech's mailing address is 5710 Mountain Vista Drive, Las Vegas 89120.

If you write her, be sure to also ask for a copy of "The Easter Eggzette", her attractive egg-stra GOOD EGG certificate (prepared by a hard boiled committee) which offers a lucky student winner free tickets to Eggspeare's famous play, Omelette.



ROEBUCK AND SPANISH

California Sears Roebuck and Company stores now offer contracts and consumer information in Spanish since learning that 28% of their customers preferred brochures printed in that language. A law now before the California legislature requiring merchants who conduct sales in Spanish to provide customers in a Spanish language credit contract will probably induce other major chains to follow suit.

Sears contract samples are available in limited quantities from:

Susan Lister, CFLTA Editor
P.O. Box 5995; San José CA 95150 Send name address and 35¢ for postage/handling.

THE SPANISH LANGUAGE ADAPTS TO CULTURE

The fabric of present-day Spanish has been fashioned from many strands and from many lands. To analyze the language is to review the history of invasions and conquests that have shaped the destiny of the Hispanic peoples.

Harsh Sounds from the North

As Germanic tribes overran the old Roman Empire, the language of the Iberic peoples inevitably absorbed some of the words of its conquerers:

Germanic	Spanish	English
blank	blanco	blank, white
fersc	fresco	fresh
gaaignier	ganar	gain
guier	guiar	guide

The Moorish Invasion

When the Moors overran Spain, they left the imprint of their culture in many areas, not the least of which was the language:

Arabic	Spanish	English
al barcoque	albaricoque	apricot
al coton	algodón	cotton
al jebre	álgebra	algebra
nakkar	azúcar	sugar

The Indian Givers

The Hispanic conquerors of the New World adopted many of the words of native Indians, potatoes, chocolate, and tomates (tomatoes) are Indian in origin. Indian names were retained, too, for such native birds and animals as the alpaca, the condor, the guajalote (turkey), the llama and the puma. Also indigenous to America are such terms as caciaue (chief), canoa (canoe), quano, pampas, and quina (quinine).

The Impact of English

Particularly in the field of sports, English words have had an impact on the Hispanic vocabulary. El fútbol, el beísbol, and el box are regularly featured on the sports pages of the Spanish Language newspapers. As contacts between our two cultures increase, more Anglicisms are creeping into Spanish speech.

Words from Here and There

Although these have been the major influences which have introduced large blocks of words into the Spanish language, occasional words from many lands have entered the Spanish vocabulary. Sábado (Saturday or the Sabbath) easily reveals its Hebrew origins. Paquete (package) comes from the French. Traje (suit) has been borrowed from neighboring Portugal. From the Celtic comes the word camisa (shirt). Old Persian (now Iranian) contributed limón (lemon), and far-off Malaya supplied the name for bambu.

So successfully have the many and varied strands of language been intertwined that the student seeking to master Spanish today must learn only a small body of rules with a minimum of exceptions. As the language grows, as each living language must, new words will conform to the patterns which time has set.

MOSAIC
May/June 1976

HOW THE COUNTRIES OF LATIN AMERICA GOT THEIR NAMES

ARGENTINA. From the Latin word *argentum*, silver. In its Latin form or its Spanish form, *plata*, which was given to the great river on whose banks the nation was founded, the word "silver" records the Spanish explorers' hope of reaching the Inca Empire treasures by a route from present-day Argentina.

BOLIVIA. Named for the George Washington of South America, *Simon Bolívar*

BRAZIL. From *pau-brasil*, the name given by Portuguese explorers to a red wood whose color suggested live coals, brasas, to them.

CHILE. Origin uncertain. Possible sources are two Indian words--*chilli*, "place where the earth ends;" or *tchili*, snow or cold, in reference to the snow-capped Andes Mountains.

COLUMBIA. Only nation in the New World named for Christopher Columbus.

COSTA RICA. Spanish for "rich Coast," so named by Columbus, who thought the gold ornaments worn by Indians there promised discovery of treasure.

CUBA. Origin uncertain. Possibly from *Cubanacan*, a village visited in 1492 by Columbus' representatives.

DOMINICAN REPUBLIC. From *Santo Domingo*, the name given the first settlement (and still capital city) by Columbus in honor of his fathers' patron saint.

ECUADOR. The Spanish word for "*equator*," which crosses the country.

EL SALVADOR. The Spanish for "The Saviour."

GUATEMALA. From the Aztec name *Quauhtlemallan* (Pron. kwowt-lay-ma-yan), "land of many trees."

HAITI. From Hayti, the Indian name of the Island of which the present-day nation of Haiti is part.

HONDURAS. Spanish for "depths," so named by Columbus for the deep waters off its coast.

JAMAICA. From the Indian word *Xaymaca*, meaning "island of springs."

MEXICO. From one of the names of the Aztec god of war, *Mexitli*.

NICARAGUA. Named for *Nicaro*, and Indian chief.

PANAMA. From an Indian word that means "fisherman" or "many fish."

PARAGUAY. Origin uncertain. Possibilities include two Indian phrases, *Para-Cua-I*, "water from the Cuacamayo River; "or *Paragua-I*, "river crowned with palms."

PERU. A name the first Spanish explorers in the region thought they heard the Indians calling their country.

TOBAGO. From *Tapuago*, its original name.

TRINIDAD. Spanish for "Trinity." Named by Columbus, it is said, when the sight of three mountain peaks suggested the name to him.

URUGUAY. Origin unknown. Possibly a combination of Indian words *uru* and *ay*, meaning "rivers of snails;" or "river of colorful birds."

VENEZUELA. In Spanish, "little Venice," so named by Spanish explorers reminded of Venice by Indian huts built on stilts along the shores of Lake Maracaibo.

Spanish and English of United States Hispanos: A Critical, Annotated, Linguistic Bibliography $7.95 edited by Richard V. Teschner, Garland D. Bills, and Jerry R. Bills, and Jerry R. Craddock. 1975

One of the most extensive annotated bibliographies yet to be published on the language of the Hispano communities. Contains 675 items relating in full or in part to the speech and language behavior of Chicanos (Mexican-American), mainland Puerto Ricans, Cubans, Sephardic Jews, peninsulares (Spaniards), and isleños (Canary Islanders in Louisiana).

In Trends in Foreign Language Study Nostrand's article says "The weakest aspect of our whole performance is the teaching of the foreign culture and society." This same idea is professed by Lucía Garner in her article on "Preparation and Skills of a High School Foreign Language Teacher" in the Wisconsin Spanish Teacher when she says"...many teachers are not well acquainted with this important aspect of the language they teach. This is the area where the most noticeable deficiency is found because it is a very broad field. It seems unimportant to many to know why other people live the way they do, what their interests, their history, their religion, their basic likes and dislikes are. ...No one can really know the language if he does not know the people who speak it."

In 1956, Marjorie Johnston, Foreign Language specialist in the Department of Health, Education and Welfare, said "Understanding of other people must rest on information, but factual knowledge alone does not bring understanding. There is needed an experience of learning to react in the language and thus to participate in a different culture. Every stage of foreign language learning must be related in some way to the life and civilization of the people because the linguistic forms belong in a frame of reference which is different from that of the learner.

To illustrate this point I am going to describe some materials I have devised for teaching certain grammatical points in the quite culture-less Modern Spanish text. In teaching Por-Para I use several paintings by Velázquez and Goya to present the usages. For example: Don Baltasar Carlos fue pintado por pintar escenas típivsd. Para joven, pintaba muy bien. El público, al ver La Maja Desnuda, exclamó - ¡Por Dios!

These same descriptions make easy fill-in items on a test. The students, upon seeing the paintings again, have little trouble recalling the proper word and transfer of usage is good.

In teaching postures I have also used paintings or magazine pictures. For letter writing, I take letters in Spanish from friends, who I describe, and have the students write replies. They achieve a quite natural style by patterning the letters.

In teaching the subjunctive I have students look for examples in newspaper ads and then write their own classified ads.

I copy a particular ad, for example: Se necesita una administradora de casa que...

knows housekeeping
is single
has no other job
can "live in", etc.

After completing the present subjunctives the students change the ad to the past (imperfect and past subjunctive) and, when the housekeeper is found and hired, to the preterite and imperfect.

As for literature, Miguel Enguídanos, in Trends in Language Teaching, says that the idea situation would be to study the literature and the civilization of a country at the same time AND in the native country. Seelye's article warns us that the quarrel is with the value of fiction to describe life, yet Enguídanos says that "Literature is life."

TECHNIQUE AIDS WITH CULTURE COMPREHENSION

The audio-motor unit is a strategy for developing listening comprehension and cultural understanding by means of the interplay of auditory, visual, and motor skills. It involves a series of oral commands, built around a central theme, which are acted out by the teacher, observed by the students, and finally acted out by the students. An audio-motor unit can also be designed to include various facets of the target culture. The example given here illustrates taking a bus in Spain:

Culturally significant to this unit are at least eight basic points. In comparing buses in the United States with those in Valencia, Spain, for example, one would find interesting contrasts:

Go to the bus stop.	Ve al paradero.
Flag the bus.	Levanta la mano.
Get on.	Sube.
Take out your money.	Saca tu dinero.
Give it to the ticket seller.	Dáselo al cobrador
Take the ticket.	Toma el billete.
Hold it in your hand.	Guárdalo en la mano.
Grab hold of the hand rail.	Coge la agarradera.
Lean against the window.	Recuéstate contra la ventana.
Give the ticket to the inspector.	Da el billete al inspector.
Bump into a passenger.	Tropieza con un pasajero.
Excuse yourself.	Pide perdón.
Move toward the front of the bus.	Pasa al frente del autobus.
Reach for the bell.	Alcanza la campanilla.
Ring it.	Tócala.
Get off.	Baja.

1. Spanish buses pick up passengers only at places designated by signs marked paradero. Standing on any corner can be futile.

2. In the United States passengers generally wait for buses on the sidewalk and then move to the curb when their bus approaches. In Spain, on the other hand, one stays on the curb at all times in order to signal with the hand the bus he wants to stop. Without this hand movement the passenger may end up waiting forever while buses continue to zoom by.

3. Spanish buses are boarded through the rear door. The front door is used only by passengers getting off, another potentially frustrating experience for the uninitiated American.

4. Immediately upon boarding, a passenger buys a ticket from the cobroador, who is seated behind a counter next to the door. Passengers are to keep their tickets as proof of having paid the fare. Inspectors frequently board buses to check these tickets.

5. Upon purchasing a ticket, one must declare how far he is going in order to be charge the appropriate fare. Imagine the dismay of the uninitiated traveler who, eager to use his hard-learned Spanish is confronted with the ticket seller's query of "Cuánto?" (meaning, in this context, "How far are you going?"). The immediate response or, at least, thought, would tend to be: "Cuánto¿ Why are you asking me? You're the cobrador. You ought to know how much it costs." Obviously, a cultural as well as a linguistic problem is involved here.

6. Finding a seat is no easy task since Valencian buses are built to accommodate large numbers of passengers. Hence, one will find only a small seating space in contrast to a large standing area.

7. One gets off the bus only by the front door, and the bell to be rung for signaling this descent is located above the front door. Therefore, passengers located in the rear of a crowded bus must begin moving forward several blocks in advance. This often leads to a profuse rendering of "me permite pasar" and to unavoidably bumping into other passengers or stepping on their feet which, in turn requires the customary "perdóneme," as their polite response, "no pasa nada".

8. Stopping does not neccessarily mean a dead standstill. In other words, it is not out of the ordinary for the bus to continue moving slightly while passengers descend. This can be a real shock, especially for the American lady with heels!

Foreign Language Beacon,
Winter-Spring, 1973

NICARAGUA: WISCONSIN'S SISTER STATE

Recently Professor Oscar Ozete completed a booklet for beginning Spanish classes (secondary schools and college)entitled *Nicaragua: A Look Across Cultures*. The purpose was to foster better understanding of the culture, history and geography of Wisconsin's Partner of the Americas. Special sections are devoted to schooling baseball, weather and the metric system. The latter are presented in the present tense with accompanying questions and exercises to reinforce either the cultural or grammatical concept being treated. Several pages are dedicated to the disastrous earthquake that the Nicaraguans suffered in December 1972. In this case the reading and composition-translation exercises tend to focus on the preterite-imperfect tenses.

Two slide presentations, presented with native music and bilingual commentaries, supplement the written text. One set of slides, narrated in the present, depicts the topics initially mentioned above. The other set describes, in the past tense, the capital city of Managua before and after the earthquake. Wisconsin's role in assisting the victims of the destruction is noted.

Below an excerpt from *Nicaragua: A Look Across Cultures* is offered:

Estaciones

Nicaragua, como país tropical, tiene dos estaciones:	
una lluviosa y otra seca. En los meses de mayo a noviembre	from/to
llueve con frecuencia. La vegetación, los campos, se ponen	become
verdes y los lagos aumentan su volumen. Sin embargo. durante	increase/ nonetheless
este períiodo hay días de sequía. Una sequía prolangada	dryness
puede afectar las cosechas de los campos.	harvests

Match the opposite words in the two columns.

1. calor c
2. grande________
3. norte________
4. tierra ________
5. corto________

a. sur
b. largo (long)
c. frío
d. pequeño
e. sequía
f. cielo

Las estaciones

Para convertir de centígrados a Fahrenheit usen:

$$\frac{9}{5} \text{ X } C^{o} + 32$$

En enero, Managua tuvo un promedio de 26.3 grados centígrados.	had/average

Conviertan esa temperatura a grados Fahrenheit.

Ejemplo: $\frac{9}{5}$ X 26.3 = 47.34 + 32 = 79.34

Respuesta: 79° F. answer

Conviertan las temperaturas siguientes de C$^{\circ}$ a F$^{\circ}$ para estas following dos localidades:

Localidad	Ene.	Feb.	Mar.	Abr.........
Managua (Costa)	26.3	27.2	28.6	29.3........
Apanás (Montañas)	17.1	17.5	18.2	18.5........

The accompanying slides may be obtained on free loan by writing to the following address:

Frank M. Grittner, Specialist
Foreign Language Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Multiple copies of the booklet Nicaragua: A Look Across Cultures (6081) are available at 65 cents per copy from the Publications Section at the above address.

* * * *

USING COMICS IN THE SPANISH CLASS

Comics can be fun to work with at almost any level and you don't need to spend a lot of money for a supply. As you read the comics in your daily or Sunday newspapers, think in terms of what would easily translate to Spanish and be a learning process for vocabulary, idioms and customs. Start cutting them out and when you have enough, get them copied and you are ready to start.

Most students not only enjoy doing the translations but feel they have accomplished something. An, above all, they enjoyed doing it!

Several suggestions for how to use them in class:

1. The first time pass out the sheets and let the entire class work on the translation.
2. After passing out the sheets, give the students a few minutes to look up vocabulary they may not know. Then they can work in groups and toward the end of the period each group can present its results for comparison. If there are differences, a discussion can follow to determine which expressions are the most truly Spanish way of saying it.
3. Each student in class can work alone on each comic strip and then follow the procedure in number two.
4. After the students have worked on several they can be given a sheet as a means of testing them.
5. Cover the words in the comic strip or have them blanked out on the printed sheet. Then have the student write an original quote to fit the situation in the picture.
6. Finally, the students may want to act out the situations for the class.

SPANISH "Borrow and Copy" UNIPACS

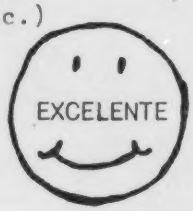
This issue of Information includes a list of foreign language unipacs which Frank Grittner has agreed to send out to people to use, copy and return. If you are interested in borrowing any of these for a time so that you can make copies (and then return them to him), please check the items which you would like to preview and send the list to Frank Grittner with your name and address printed or typed clearly.

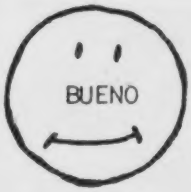
There may be some delay in sending you these materials since there is generally a waiting list for some of the unipacs. Requests should be sent to:

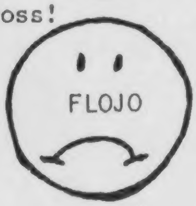
Frank M. Grittner, Specialist
Foreign Language Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. Review of Spanish I (at beginning of second year)
2. Telephone Greetings (5 different countries((Level I)
3. Three Kings (Level III)
4. City Musicians of Guadalajara (Level I) (for independent study)
5. Foods and Menus (Level II, Semester 1)
6. Names of Buildings (Level I, Third Month)
7. Names--Use of Double Surname (Level I)
8. Word Building--Make Words with Other Words (Level I)
9. Newspaper Reading (Level III) (Politics, Sports, Society, Cartoons, Etc.)
10. The New World and Its People (Advanced Level)
11. El Cuchillo de Piedra by Olga Pinda (A novel--Advanced Level)
12. How to Write a Letter (Intermediate to Advanced Levels) (42 pages)
13. Weather expressions (Level I)
14. Sports (Level I, Semester 2)
15. Seasons (Level I, Semester 1)
16. La Tortilla (Advanced Level)
17. ¡Conozca México. (End of Level I or beginning of Level II)

    Contains 7 separate units on Mexican culture
    A. Los Chicleros
    B. La China Poblana
    C. El Charro
    D. El Mariachi
    E. El Traje de Luces
    F. La Quinceañera
    G. Los Portales de Puebla





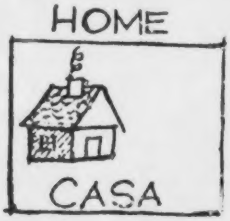


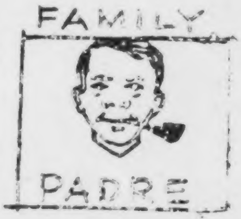
A fun way to grade
that gets your point across!

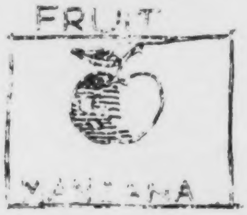
Student-Made Flash Cards are Valuable FL Learning Tool

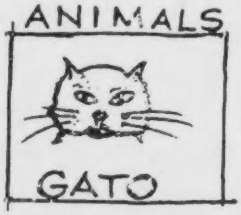
One very handy, easy to acquire, and inexpensive tool that has become indispensable in our 7th-Grade Beginning Spanish classroom is the individual flash card box made by the students and used regularly for practicing words and their spellings.

Each student prepares a vocabulary list of nouns that are familiar to him. He then draws or pastes cut-out pictures on 5"x3" index cards of the nouns and labels them in Spanish; on the reverse side he writes the English equivalents. The cards help the students drill themselves in small groups and at their own pace. They are then filed in groups or categories with which each child is familiar.





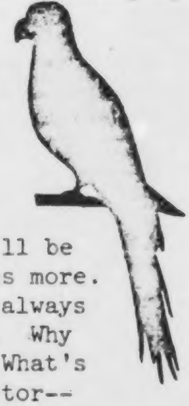




Our cards are stored in recipe filing boxes, but any small boxes would serve just as well. For cards you can use construction paper cut to the right size.

The children keep their boxes on their desks as they work and refer to them often when they need to review or correct a spelling. I also check the cards carefully to insure that there are no errors. As the children become familiar with verbs, the cards become even more useful as aids in making up sentences which are employed in oral recitation or in dialogues.

--Mrs. Ascención Urban
Archie Clayton M.S.
Reno



"¿VES LO QUE VEO YO?"

This is a boring Spanish class. I'll be glad when it's over. Thirty minutes more. Hmm. What's the teacher doing? He always does the same thing over and over. Why doesn't he do something different¿ What's this¿ He's got the overhead projector--probably to correct grammar exercises...
No.
What's he doing¿
That's strange. He's putting cutout paper of different shapes on the overhead and projecting silhouettes on the screen. Now he's asking us to tell him what we see. (I see a square.)
"Es un libro."
"No¡ Es una puerta."
"No lo es. Es una casa larga sin techo."
"Es una boca grande."

Hey, we all saw different things¡ Now the teacher wants us to make up a story as he shows us various cutouts. (I see two heads with open mouths, a little girl, a wolf, a knife.)
Look, Karen is raising her hand.
"Dos viejecitas en un omnibus están hablando de sus niños. Una dice que su hija dió un paseo un día en el bosque. Un gran lobo, malo y feo y que tenía hambre, la asustó. Entonces sacó un cuchillo de su cesta y le cortó la cola al lobo."
How funny¡ Karen said that¡ She's never said that much before.
Good, the teacher is continuing with more silhouettes. Maybe I'll try this next one.
Darn¡ There's the bell.

Central Valley Foreign Language Newsletter
Vol. 3, No. 1

James Cardella
Bullard
FUSD

BILINGUAL OFFICE COMMISSIONS TRAINING PACKAGES

The Bilingual Bicultural Education Section of the Illinois Office of Education has annnounced the completion of two cross-cultural training packages commenced last year. They are now in the testing stage.

One is a pair of cultural assimilators developed by Harry Triandis and Rosita Alberts at the University of Illinois. One assimilator is designed for use by Latino children to help them understand and be able to respond more productively to Anglo teachers. The other is for the Anglo teachers. The assimilators are being systematically tested at special workshops where the affect of assimilators on teacher behavior is being measured against control groups. The incidents used in the assimilators were taken from the actual experiences in bicultural classrooms.

The other package was prepared by Albert Kraemer of the Human Relations Resource Organization in Alexandria, Virginia. It consists of a series of video taped contrast culture episodes where incidents which demonstrate contrasts between Anglo and Latin cultures are role played--after the viewing of which teachers and students identify the differences and relate them to their own experiences.

H. Ned Seelye, Director of the Bilingual/Education, Illinois Office of Public Instruction, commissioned the work. His address is: 188 West Randolph, Rm. 1400, Chicago, IL 60601.

◆

SPANISH FOR URBAN WORKERS

by Gerard Flynn and Gregorio Montoto
Boulder, Colorado: Pruett Publishing Co., 1974, 196 pp.

This book was developed for use in a course taught to a group of law enforcement officers by Professor Gerard Flynn in Wisconsin in 1971.

Each of its 25 chapters begins with a dialogue generally presented in two columns--one in Spanish and the other the English translation. The subject matter of the dialogues is practical and totally relevant to any individual living in an urban setting, and is especially useful to governmental agents and other civic workers. Topics include: identification; origin, name, family, age, height numbers, telling time, asking directions, acquisition of driver's license and car registration, social security transactions, traffic and traffic court, shopping for food and clothing, and emergency situations involving firemen and medical personnel.

In addition to the dialogues, many words are illustrated in drawings. There are few grammatical explanations and they are usually included in the dialogues (given in both English and Spanish). The authors have placed such items as verb conjugations, pronouns, demonstratives, the Spanish alphabet, and important expressions at the end of the chapters along with some occasional jokes and a few dictations. A useful guide to any city-dweller who wishes to communicate in Spanish with his Spanish-speaking neighbors.

Below is a list of similar textbooks which has been published:

- Spanish for Law Enforcment Officers
  (Washington: Institute of Modern Languages, 1972)
- Practical Spanish for Public Safety Personnel
  (Santa Cruz, CA: Davis Publishing, 1970)
- Spanish for Doctors, Dentists and Nurses
- Spanish for Retail Selling
- Spanish for Hotels and Motels
- Spanish for Police Officers
- Spanish for Airlines and Travel Agents

HISPANIC CONGRESS CAUCUS FORMED BY 4 DEMOCRATS

NEW YORK (AP)-Rep. Herman Badillo and four other Democratic members of Congress have announced the formation of a Congressional Hispanic Caucus, which will promote legislation and programs to benefit those of Spanish descent.

Badillo was joined in the venture by Resident Commissioner-elect Baltasar Corrado of Puerto Rico, Rep. Kika de la Garza of Texas, Rep. Henry B. Gonzales also of Texas and Rep. Edward R. Roybal of California.

NEWS BRIEF

As part of a Joint Resolution (PL 94-311) issued June 16, 1976, Congress has directed the Secretary of Commerce to insure that, in its data collection activities, the Bureau of Census recognizes the needs and concerns of Americans of Spanish origin or descent through the use of Spanish language questionnaires, bilingual census takers, and any other methods considered appropriate to their rights as American citizens. Copies of the legislation are available from CAL...The U.S. Commission on Civil Rights has available s Spanish translation of its book, *A Better Opportunity to Learn: Bilingual Bicultural Education*. The Spanish version, which was published in May 1975, covers various aspects of bilingual education, including the historical perspective, rationale, relevant research, general program discription , and evaluation. Entitled Una mejor oportunidad para aprender: la educación, bilingüe bicultural, it is available free of charge from: Publications Office, U.S. Commission on Civil Rights, 1121 Vermont Ave, NW, Washington DC 20425. (Note: the English version may be purchased from the Government Printing Office.)..

MATERIALS FOR THE FL CLASSROOM

The Spanish Embassy in Washington will loan, free of charge, cultural movies in Spanish and English in color and black and white to teachers of Spanish. For complete list write to: Señor Luis Escobar, Information Counselor, Embassy of Spain, 2700 15th Street NW, Washington, D.C. 20009.

DRIVING IN SPANISH FOR AMERICAN TOURISTS

Philip Grosse, a retired member of NYSAFLT, writes from Arizona that he has put together a 16 page booklet which will assist the tourist in Spanish-speaking countries. The booklet is also most useful for classroom work. Price: $1. for four booklets--postpaid. On orders of 30 or more, the price is 15 cents each postpaid. Address: 995 North 83rd St., Scottsdale, Arizona 85253.

FADING FAST

In all Latin America there are only three democracies--Columbia, Costa Rica, and Venezuela. All the other nations have become dictatorships of one sort or another.

TEACHER'S RESOURCE HANDBOOK FOR LATIN AMERICAN STUDENTS an ANNOTATED BIBLIOGRAPY of CURRICULUM MATERIALS PRE-SCHOOL through Grade Twelve. Hawkins, John N., editor. Latin American Center, University of California at Los Angeles, 1975. 220 pp. Includes books and audio-visual materials mentioned are in English; emphasis is on recently produced items. A small percentage were reviewed by the staff of the Center. Suggested forms for evaluating instructional effectiveness and cultural interpretation are appended to guide teachers or librarians in pre-purchase review. Refers to other bibliographies and provides a list of nearly 250 publishers and A/V produces with addresses.

DISCOTECA CONTEMPORÁNEA

A recently arrived record on the LP market is worth special consideration by all teachers of Spanish--for several reasons. It has instant appeal to students, it is timely, reasonable in price, is of immeasurable learning value, has long-lasting classroom value, and is available for purchase to all of us.

The record in mention is entitled POR AMOR VIVIREMOS by the Captain and Tennille on A and M label No. SP 4561 ($5.95 plus 50 cents for mailing) from:

Radio Doctors
240 W. Wells Street
Milwaukee, Wisconsin 53203

The response of other Spanish teachers who brought the single 45 version in Spanish of the title song (LOVE WILL KEEP US TOGETHER--POR AMOR VIVIREMOS) has been totally enthusiastic. It has been used throughout the state with great success and we now have the follow-up LP.

Two other songs made into hits in English by this versatile team have now been "covered" in this LP in an identical version in Spanish. They are THE WAY I WANT TO TOUCH YOU (COMO YO QUIERO SENTIRTE) and MAKE YOU FEEL LIKE A MAN (SENTIR SEÑOR). One other hit from the top 20 charts is also included, I WRITE THE SONGS (ES LA CANCIÓN), made famous by Barry Manilow.

Our students are truly impressed by the recordings, for they stand as an example of how it is possible for Americans in show business (or otherwise) to reach certain levels of oral mastery of this language. Granted, this is not totally accurate, "native" sound, but Miss Tennille is "Southern born and raised" and, despite this speech limitation plus the fact that she did not grow up speaking it, "she does right well."

But we must bear in mind that our students accept her vocal efforts as they are and so also must we. Though this is not "native" sound with no shortcomings, neither is it grievously mispronounced, lacking in elision, improperly accentuated, etc. These records are well done and have great popular appeal as proven by a report from two exchange students from Nicaragua who came to the U.S. this fall. They had heard POR AMOR VIVIREMOS in Spanish by the Captain and Tennille many many times on the radio and, as we say, "loved it."

The principal shortcoming of the album is the lack of lyrics, without which the album is of little classroom value. So once again I am pleased to share with you the product of many hours of listening and re-listening which hopefully have resulted in a somewhat accurate transcription. There are still areas of uncertainty, but perhaps having these words at your disposal will be sufficient encouragement for you to obtain the record soon, while it is timely, and ditto the words for use in your classes. Students will recognize your special effort to bring Spanish into the learning arena.

POR AMOR VIVIREMOS

(Love Will Keep Us Together)
--The Captain and Tennille--

Sí, por amor viviremos,
Piensa en mí en el momento
que una linda mujer llegue a ti,
con su canción,
Mira, mi amor, sólo piensa en mi amor,
en mí,
que yo sí te quiero;
Yo, que te necesito,
Piensa en los y el amor que viviremos.

Tú, tú me perteneces,
Te mantendré a mi lado,
Cuando llegue a ti otra mujer,
Quiera tu amor,
recordarás el amor de los dos.
Amor, que yo sí te quiero,
Yo, que te necesito,
Piensa en los dos y el amor que viviremos,
por siempre.

Un amor, uno, puro
pronto te puede dejar.
Cuando pase la ilusión
y en su amor te dará.
Yo soy, yo soy, yo soy,
Yo soy quien estará contigo,
por amor viviremos,
soy en verdad quien te llena de amor.
Que no encontrarás
quien pueda amar contrarás
quien pueda amar con mi sinceridad.

Yo soy,
que yo sí te quiero,
Yo, que te necesito,
Piensa en dos y el amor que viviremos,
por siempre.

Yo soy, yo soy, yo soy,
Yo soy......

(Sedaka is back)

(Neil Sedaka es el compositor de la canción.)

ES LA CANCIÓN

(I Write The Songs)

Sentía tantas cosas
y así escribí la canción,
Busqué la música junto a las palabras,
y al piano salió la cancion.

Es la canciõm que el mundo cantará,
Es la canción de amor y algo especial,
Es la canción que te hará llorar,
Es tu canción, es mi canción.

Mi hogar está contigo,
Mi cuarto en tu alma es un rincón;
De nuevo reí olvidando mi tristeza,
volví a vivir al hacer esta canción.

Mi canción te hace vibrar,
te da el aliento a volver a amar,
Busco algo de los dos y vibro en mí;
Te quiero gritar,
es el momento de cantar,
Es de mí para ti, es de ti, de los dos,
es elcanto del amor.

COMO QUIERO SENTIRTE

(The Way That I Want To Love You)
The Captain and Tennille

Yo nunca quise a ningún hombre,
Quise sentir como quiero sentirte.

Yo nunca quise a ningún hombre,
Pensé amar así como te quiero.

Eres frío, eres sombra,
Eres canto, eres voz,
Eres día, eres noche,
Eres sombra y eres voz.

Yo nunca quise, yo nunca quise a nadie dar
las cosas que quiero darte.

Yo nunca quise, yo nunca quise con nadie vivir
como contigo deseo vivir.

Yo nunca quise a ningún hombre quise sentir
como quiero sentirte.
Yo nunca quise a ningún hombre quise sentir
como quiero sentirte,
comoquiero sentirte, como quiero sentirte,
como quiero sentirte...

YOUNG MODERN "VOYAGEURS" RETRACE LA SALLE ITTINERARY

Fifteen high school students and eight adults from Elgin, Illinois are retracing La Salle's arduous eight-month journey from Montreal to New Orleans to achieve the ultimate in "learning by doing." The adventuresome group plans to reach its goal on April 9, 1977, 295th anniversary of the day in 1682 when Robert Cavelier Sieur de La Salle and his party claimed the Mississippi Valley for Louis XIV and France.

Preparation for this Bicentennial effort began in October 1974. The adult commitment in terms of hours for the immediate staff alone adds up to a staggering 2500 24-hour days and the students have spent two years preparing themselves. One of the most important concerns of the expedition is the interdisciplinary approach to education. These students have been enrolled in history, French, Latin, anthropology, science, art, photography, music, journalism, drama, physical education, mathematics and industrial arts. Like the "voyageurs" of old who gathered information about new lands they were exploring, their modern-day counterparts will be collecting and developing materials. Projects include: environmental studies (topography, weather, water conditions, flora and fauna); mapping the route with 17th century instruments; study of 17th century history with emphasis on the role of the American Indian; study of the French language; research of "voyageur" songs and 17th century clothing; study of canoeing techniques; physical fitness training and at least eight more.

The trip will be rugged, for the group will be traveling during the dead of winter, using their hand-crafted canoes as shelter at night. Along the 3000 mile route, the progress of the "voyageurs", clad in garb of the period, will be observed by thousands of onlookers, and at scheduled stops, colorful and informative programs will be presented, giving those on shore firsthand involvement in the history of North America.

During the nation's Bicentennial Year, this dramatic re-creation of La Salle's voyage by young people is intended to expand the historical consciousness of the American people, while underscoring the fact that today's youth are imbued with the same spirit and purpose which helped shape North America.

THE FRENCH TOUCH

A hotel with a French accent - replete with boîtes, bistros and even bidets- has opened in Minneapolis. The 300 - room structure, billed as the first French hotel in the United States is a unit of the Sofitel hotel chain. The Minneapolis Sofitel has two French restaurants with French maitre d's, French chefs and French bakers, a French concierge in the lobby, French speaking telephone operators and a takeout shop that specializes in French onion soup, boullabaisse, croissants, brioches and other French delicacies. New York Times; May 2, 76

MEMORABLE QUOTES

"In Paris they just simply opened their eyes and stared when we spoke to them in French! We never did succeed in making those idiots understand their own language!"(from Mark Twain's Innocents Abroad) "He who is ignorant of foreign languages knows not his own". (from Goethe's Kunst und Altertua)

"The great remedy for ignorance of proper signs is knowledge of languages".
(from Univ. Ill. FL Newsletter. Fall 1975

SUGGESTIONS FOR FRENCH CLUB ACTIVITIES

The following article suggests a number of activities and materials for the French Club. Many of them are adaptable to other languages, as well. The article was prepared by James E. Becker, of the Malcolm Price Laboratory School, Cedar Falls, Iowa, and is reprinted from the Iowa FL Bulletin.

SELECTED PARLIAMENTARY EXPRESSIONS

La séance est ouverte / M. le secrétaire va faire l'appel / Chaque membre, à l'appel de son nom, est prié de répondre: présent (présente) / '; ñe secrétaire voudra bien nous donner lecture du procès-verbal de la dernière sánce / La parole est au secrétaire pour la lecture du procès-verbal / Y a-t-il des rectificaions de détail? Des additions? Le procès-verbal est adopté / M. le président, je propose que cette lecture soit omise / Est-ce que quelqu'un appuie cette proposition? / Quelqu'un demandede-t-il la parole? / Je vais mettre la motion aux voix / Que ceux qui approuvent cette motion levent la main droite / M. le secrétaire voudra bien compter les voix / Ceux que sont de l'avis voteront de la même facon / La proposition de M. est adoptée a l'unanimite/ La proposition est refusée (repoussée) / Passons maintenant à l'ordre du jour / Y a-t-il des affaires pendantes? M. le président, je propose que le Cercle se pronounce en faveur de (contre) la propostion que nous venons d'entendre : Je demande la parole pour dire deux mots au sujets de cette proposition / Nous ne sommes pas en nombre: il faut remettre les affaires à une autre reunion / Le chef du chant nous fera chanter des morceaux qu'il aura choisi : L'ordre du jour étant épuisé, je propose que la seance soit levee / La séanc est levee.

VOCABULAIRE UTILE

une amende	a fine
l'appel (faire)	the roll call (to take)
les bulletins	the votes
le cercle	the club
la cotisation	the dues
la président	the president
la procès-verbal	the minutes
le rapport	the report
le secrétaire	the secretary
le trésorier	the treasurer
la séance est ouvert	the meeting is called to order
la séance est levée	the meeting is adjourned
Mlle la secrétaire, veuillez lire le procés-verbal?	Will the secretary please read the minutes?
le procés-verbal, est-il approuve?	Are there any corrections?
le procès-verbal est approuve.	The minutes stand approved.
de propose Mlle___comme présidente.	I nominate Mlle____for president.
j'appuie la proposition.	I second the nomination
La propostion est faite et appuyee que..	The motion is made and seconded that...
Mettons cela aux voix.	Let us put that to a vote.
La proposition est adoptée.	The motion is carried.
La proposition est repousée.	The motion is defeated.
Mlle____a la parole.	Mlle_____has the floor.
Proposer un amendement remettre	To propose an amendment.
remettre	to postpone
déposer un projet de loi sur le bureau	To lay a proposal on the floor
tous ceux qui sont d'avis de...	all those in favor of...
tous ceux qui sont d'avis contraire...	all those opposed...

FRENCH "Borrow and Copy" UNIPACS

This issue of Information includes a list of foreign language unipacs which Frank Grittner has agreed to send out to people to use, copy and return. If you are interested in borrowing any of these for a time so that you can make copies (and then return them to him), please check the items which you would like to preview and send the list to Frank Grittner with your name and address printed or typed clearly.

There may be some delay in sending you these materials since there is generally a waiting list for some of the unipacs. Requests should be sent to:

Frank M. Grittner, Specialist
Foreign Language Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. The Weather is Terrible! (Weather Expression in French) (Level I or Later)
2. French Culture Around the World. (Advanced Level)
3. French War Poetry. (Levels III, IV, and V)
4. High-Rise Dwellings in Paris. (Fourth Year)
5. Defense de Stationner! (Intermediate Levels)
6. Writing Simple Letters in French. (Beginning Level; after 3 or 4 months)
7. A French Student's Day: Cultural Contrasts (Beginning Level)
8. Au Volant. At the Wheel. A Humorous Approach to Driving in France. (Intermediate to Advanced Levels)
9. A Trip on the Train. Un Voyage Dans le Train. (Beginning Level)
10. Learning French Culture Through Advertisements. (Level II)
11. French Place Names in Wisconsin. (Level II)
12. Impressionism. From a Cultural Presentation Entitled "Les Beaux-Arts." in the Textbook L'Envolée by Remunda Cadoux. (Levels III, IV)
13. Independence Day. Intended for Both French and Spanish Students. (Level I After First Semester)
14. L'enseignement en France-The Educational System of France. (Level II)
15. Pardon Monsieur...Ou se trouve...? (Second and Third Year)
16. Mais? Ou Est La Salle de Bains? Culture Capsule.
17. Assimilators on French Table Manners and Restaurants (Level I)
18. Assimilators-The Silent Language of France.

TONGUE TWISTERS TO TRY OUT WITH YOUR STUDENTS:

1. Un chasseur sachant chasser doit savoir chasser sans son chien.

2. Toto est tout le temps tenté de se tâter la tête.

3. S'il pleut sur vos fleurs bleues, il se peut qu'une ou deux meurent.

4. Ces six sauccissions-ci sont six sous.

5. Quand un gendarme rit dans la gendarmerie, tous les gendarmes de la gendarmerie rient.

6. Monsieur Poizon dit que les poids sont poison dans le poisson.

7. Tas de riz tenta tas de rats. Tas de rats tentés tâta tas de riz tentant. Tas de riz tâté par un tas de rats tentés, font un tas tâté par un tas tenté.

8. Six chasseurs sachant chasser sans leurs six chiens de chasse, ce sont six chasseurs champions.

9. J'ai acheté un bon pain blanc qui pèse onze cent vingt et un gramme..

10. Notre grosse brosse rose sort du port de Bordeaux.

11. Va à Arles et achète un hareng d'Alice.

12. Trois gros rats gris dans trois grands trous creux.

13. L'habit se coud-il? Le grain se moûd-il?--Oui, l'habit se coud, le grain se moûd.

14. On croirait voir un spectre devant le sépulcre de quartz que voile ce cercle d'arbres.

15. Ces six chaises chères sont chez ces six sosies.

16. Ton thé t'a-t-il gueri ta toux?

17. Ciel! si ceci se sait, ses soins seront sans succès.

18. La blouse que tu as voulu n'a pas du tout plu à tous.

19. Il palpe avec calme quelques algues pleines de pulpe.

20. Fais sêcher ses chaussures sous le feu.

21 Trois pruneaux crus, trois pruneaux cuits.

22. Sa lampe à huile a lui toute la nuit sous les tuiles.

23. Il prend son dessert dans le désert avant qu'on le desserre des airs.

24. Si 6 scies scient 6 cyprès, 606 scies scient 606 cyprès.

25. La robe rouge de Rosalie est ravissante.

26. Petit pot de beurre, quand te dè-petit-pot-de-beurreras-tu?--Je me dé-petit-pot-de-beurrerai quand tous les petits pots de beurre se de-petit-pot-de-beurreront!

Votre Horoscope

Croyez-vous á l'astrologie? Oui? Non? Eh bien, voici l'horoscope qui correspond à chacun des 12 signes du zodiaque: vérifiez le vôtre et celui des vos amis.

le *bélier* (21 mars--20 avril)

beaucoup d'*enthousiasm*, et de courage. Vous êtes très *impulsif*; faites un effort pour penser avant de *prendre une décision*. Sens de l'humour. Vous exagérez souvent.

le *taureau* (21 avril--21 mai)

charme, patience, endurance. Vous ne pensez pas très vite et vous avez une *disposition parasseuse*. Talent artistique; vous pouvez devenir célèbre si vous voulez faire le travail nécessaire.

les *gémeaux* (22 mai--22 juin)

vous aimez parler et vous parlez trop. Très changeant et *ambitieux*. Vous voulez faire trop de choses à la fois. Intelligent, vous aimez étudier.

le *cancer* (23 juin--23 juillet)

imaginatif, sentimental, *impatient*, beaucoup d'*intuition*. vous pouvez être excessivement jaloux. Le mariage est pour vous très important, timide mais ambitieux; vous avez besoin d'affection et d'encouragement.

le *lion* (24 Juillet--23 août)

noble, ambitieux, inventif, *egoiste*. Vous aimez le théâtre et vous avez un certain talent dramatique. Vous avez un caractère obstiné, mais vous êtes *sensible* à *la* *flatterie*.

la *vierge* (24 août--22 septembre)

sens pratique, *vous réussirez* dans le commerce. Vous changez souvent de profession et de résidence. Extrêmement *économe*. Vous êtes *irrésistible* mais peu capsble d'aimer.

la *balance* (23 septembre--23 octobre)

aspect élégant, beaucoup de charme et de *subtilité*. Devant une situation difficile vous prenez une décision logique, sans émotion. Vous êtes très *diplomate* , mais vous aimez bien imiter et critiquer les autres.

le *scorpion* (24 octobre--22 novembre)

courage, patience et énergie sans limite. Pour vous, rien n'est impossible. Vous n'oublierez jamais une insulte.

le sagitaire (23 novembre--22 décembre)

très optimiste et sociable, vous avez donc beaucoup d'amis. Vous aimez voyager mais pas trop loin. Impulsif, très énergique. la liberté est pour vous très importante.

le capricorne (22 décembre--20 janvier)

très travailleur, économe, diplomate, arrogant. Vous avez comme Napoléon, beaucoup d'ambition. Vous vivrez très longtemps mais il faudra surveiller les rhumatismes.

le verseau (21 janvier--18 février)

intuitif, intelligent. Les sciences et les inventions vous intéressent mais vous aimez surtout l'art, la musique et la littérature. Vous détestez tout ce qui est orthodoxe.

le poisson (19 février--20 mars)

l'inspiration et l'indécision sont vos caractéristiques principales. Grande patience et très généreux. Vous ne devez pas boire. Vous n'êtes pas une femme (ou un homme) d'action.

Questions

Vous êtes né(e) sous quel signe du zodiague? Quels sont les caractéristiques de votre signe? Est-ce que vous avez vraiment ces caractéristiques? lesquelles? Est-ce que vous croyez à l'horoscope?

devoirs: Faites une horoscope de vos caractèristiques ou des caractèristiques de q'un dans ce cours--(1 paragraphe) Vous ou votre ami est comme quel signe?

From Shelley Vincent-Witman
Val Wyman

French Spelling: When your French students complain that French spelling does not correspond to the sound, toss this curve at them (the British spelling makes it even more obvious): "A tough, dough-faced ploughman went thoughtfully through the burrough, coughing and hiccoughing". Just pity the poor student of English as a Second Language.

From: Language Round Table
Bulletin of South Dakota

French Phonics for Americans, a booklet which proposes to make it possible for the high school or college student to learn to pronounce 85% of all the words in the French dictionary correctly, and without hesitation or prompting, is now available. Within a period of from fifteen to 30 classroom hours (depending on the motivation of the student) the learner can, through this self-teaching format, learn to see written French as a native speaker does. An abstract and a copy are available through ERIC. but if multiple copies are desired, orders should be placed with the Department of Modern Languages, Georgia Institute of Technology, Atlanta, GA 30332. The xeroxed text is available at $1.75 per copy. Three tapes are also available, at a cost of $6.00 for the set, but they are not absolutely necessary. Postage is additional.

Minn. Language Review
Dec. 1976

RESCUING FRENCH ON THE BAYOU

Lafayette, Louisiana is the headquarters of the Conseil pour le développement du Français en Louisiane (CODOFIL), a group with a program to promote bilingualism and renewed interest in the French heritage of the area. To accomplish itsaims CODOFIL adopted a budget that grew from $60,000 in 1968 to one million dollars in 1975 and, among other measures taken, brought teachers from France (60 in 1968, more than 300 in 1975 from France, Belgium, and Canada) who are paid $400 a month. There still are not enough teachers so that the program appears to be looking to other countries for more. Results of CODOFIL's work include the printing of French language booklets to help with Social Security problems and a plan to publish a booklet on IRS tax forms. Lafayette is even putting up bilingual street signs. The program also has instilled new pride in the Cajuns. Success has resulted also in the institution of a similar program in New Hampshire.

Contemporary French Civilization,and interdisciplinary journal devoted to the study of French-speaking cultures throughout the world, will publish its first issue in November 1976. Published triannually in the fall, winter and spring, the journal's first issue will include "In Quest of America: Six French Resistants in the United States--1945-47," by David Strauss; "The Louisiana French," by Jerah Johnson; "Idéologies et critique littéraire au Québec: la revue Parti pris," by Robert Major; and "A quoi ça sert de se révolter?" by Pierre Aubéry. The Dossiers-Documentation section will include "A Thematic Approach to Twentieth-Century Music in a Civilization Course: Impressionism," by Bruce Carpenter; "A Research and Bibliographical Guide to French Sources in the Historic New Oreleans Collection," by Robert Bush; and "The Occitan Movement: A Cultural Bibliography," by Klaus Engelhardt. Features include "Sarte Today: A Round-table Discussion with George Bauer, Raymond Federman, Michael Issacharoff and Michel Rybalka," and "Exhibitions of French Art: Past, Current and Forthcoming," by Robert Beetem. Subscriptions (1 year: individuals, $8.00, institutions, $10.00; 2 years: individuals, $14.00; institutions, $18.00; overseas, add $1.00 per year) should be sent to the Managing Editor, CFC, Dept. of Foreign Languages, Univ, of South Carolina, Columbia, S.C. , 29208. MSS should be submitted to the General Editor, CFC, Dept. of Modern Languages, Montana State University, Bozeman, Montana 59715.

Free French Catalogues

Copies of a French mail-order catalogue may be ordered from Nanufrance; 42033 St. Etiene Cedex, France. So far the catalogue is free.

La Redoute, 59801 Roubaix, Cedex 2 France, also has mail-order catalogues. Again, say that it is for your class, and you will take an out-of-date catalog. They have been known to send several, free.

POÉSIE - U.S.A.

A quarterly magazine that encourages unpublished as well as published franco-phone poets to submit their work. Those wishing to subscribe should send $8. for one year, $14. for two years, to: Pierre Chanover, Poésie-USA, P.O. Box 811, Melville, NY 11746.

FRENCH FLIGHT FOOD

Air France master chef Michel Martin, has compiled a collection of his favorite recipes . . . and they're yours for the asking. All are classic French recipes utilizing ingredients found in U.S. supermarkets. For your copy, write to:

Air France Recipes
Box 747
New York, N.Y. 10011

CULTURAL PACKETS AVAILABLE

French: 1. LES CAFÉS, prepared by Patricia Bell and Judy Tyrrell

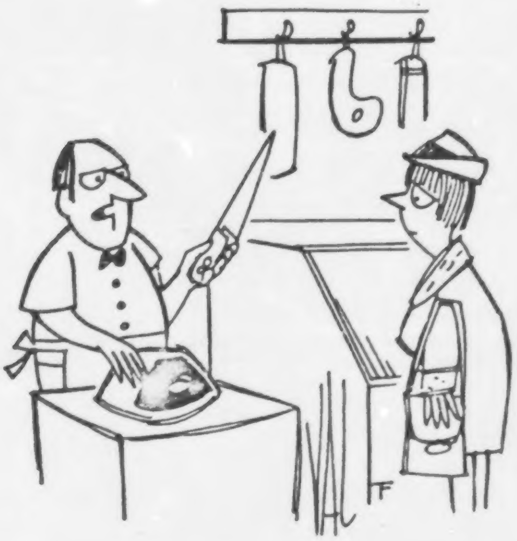
A learning activity packet designed for levels II or III and meant to be used individually or in a combination of individual and small-group work. The packet includes a teacher's section and a student's section. Among the learning activities, there are two culture capsules, an audio-motor unit, and a reading exercise, all of which deal with various cultural aspects of the French café. About 10 pages.

2. LES HABITATS' prepared by Jan Hofts, Carol Johnstone, and Pat Staver

Includes 8 culture capsules describing various aspects of French housing. Each capsule includes a French-American contrast and gives many ideas for classroom presentation and student activities. Also includes a bibliography and one full page of ideas for culminating and supplementary activities. Intended for beginning classes; all information is in English. About 20 pages.

Each project costs fifty cents. Orders must specify the lesson desired by name and payment by coin or check must accompany all orders. No stamps or postal orders will be accepted. Checks MUST be made out to Indiana University. Address requests to: The Coordinator for School Foreign Languages, 317A-318 Memorial West, Indiana University, Bloomington, Indiana 47401.

The Dialog (Indiana U.)
OCT. 1974



"Helas! Le temps que vous reflechissiez, le steack a augmente de 2,50 F."

SPECTRUM
Winter 76

LANGUAGE AS A SOURCE OF CULTURAL INFORMATION

Herbert Rowland,

The topic of discussion contains a truth which we are all aware of invarying degrees--that language does indeed contain information about the culture of national and/or linquistic groups. If the word "hamburger" is mentioned among Americans, all sorts of associations are liable to be conjured up, e.g., onions, pickles, ketchup, golden arches, Saturday night dates, Pepto Bismol, and the like. None of this, of course, has the least bit to do with any of a multitude of unsuspecting gentlemen from a familiar north-German metropolis, who has been the object of the laughter of American high school students for years. That is to say, "hamburger" is something very peculiarly American. "Hamburger" something very German, and their usage can perhaps tell us something about American and German life.

Of course, not all words are so specifically American or German--or French or whatever. American "house" and German "das Haus," for example, are lexical equivalents. Yet, despite the overlap in their semantic range, these two words, like so many other pairs which could be mentioned, themselves have different cultural referents. To learn the German word for "house," without learning what the word means in everyday German life, will perhaps lead to bilinguilism but will certainly not lead to biculturalism. And nowadays, more than ever, interest centers precisely around the development of biculturalism. It has been said that poetry is what is lost in translation from one language to another. It seems that culture, too, has been lost in the translation from German life to the American classroom, and the attempt of the professional now is to make better translators of us all.

The question arises, naturally, just what should be taught and just how it should be taught. The trend in recent pedagogical literature has definitely been to de-emphasize "culture with a capital C," as it has been called, that is, the Goethe-Schiller syndrome, and in its place to stress "culture with a small c," which is to say aspects of daily life such as the home, school, entertainment, and the like. The shift in emphasis stems largely from a desire to take into account the American student's range of interest--as well as to keep him in the classroom.

The question of how culture should be taught, unfortunately, does not seem to have found a unanimous answer. It is apparent enough that, when we introduce the distinction between the familiar and formal forms of address in German, we are presenting our students with a concept of psychological space different from our own. Yet, one wonders if there is not a way to organize such insights so that they escape the vagueness of the random.

One method which has been suggested is the development of a catalog of something like cultural minimal pairs, words which are lexically equivalent but which have different cultural referents. What follows is a possible approach to teaching the cultural connotations of, to stay with our example, the American---not English--but American word "house" and the German word "das Haus," within the framework of an introductory course in German.

I. House/das Haus

A. Ask the class first of all about the word house, what comes to mind when the word "house" is mentioned. Who can guess what the answers might be--Mom and Dad, home, building, etc.

B. Then show a picture or a slide of your ordinary American house; ask who might live there, how many people. Despite the various professions and family sizes which may be mentioned, only one family will usually be considered--a fact which the teacher may be obliged to point out.

C. Then show a picture or slide of a German "Haus" (that is, a "Henrfamilienhaus") and ask who and how many people could live there. If no-one mentions more than one family, the teacher might then indicate that the typical German thinks of a structure on the order of this one when he thinks of the word "das Haus," or of being "zu Hause," or of going "nach Hause." The teacher might also mention the fact that the Germans have a special word for a single-family dwelling--"das Einfamilienhaus"--. Note that the American term is a translation of the German; it is not necessary, however, since "house" usually means occupancy by one family.

D. Next show a picture or slide of an "Einfamilienhaus" and mention that the German is likely to associate this concept with relatively high income, often with luxury living.

E. Next show a reproduction of a Schrebergarten, named after the physician D. M. Schreber (1818-1861) who in the nineteenth century popularized such gardens. Discuss this kind of garden, lying on the outskirts of town and usually being rented by citizens, as a substitute for the American yard.

F. One might also want to draw attention to the differences in construction materials, the prevalence of stone in German houses as opposed to wood in American house, and then to the implications of the German "Haus" and "Schrebergarten" for physical and pyschological space, the apparently greater need in Germany for privacy.

II. Rooms within the house/das Haus

A. Ask the class to think about the kinds of rooms in their houses, the functions of each, and the room(s) where the various family members spend most of their time. If the students are kind enough to substantiate the teacher's preconceived notion, then the general impression made should be that each member has his "own" area--the children their bed/play/study room, the mother her kitchen or living room, the father his garage or living room, and so on--but that all have and frequently exercise free access to the areas of other family members, that the flow of traffic is relatively free and easy.

B. The teacher might then show slides or pictures of the interiors of German homes and subsequently introduce the idea that, while each member of a German family has his own personal room or part of a room, the flow of traffic of family members to and from each other's areas is rather restricted. A teenage daughter has her room and spends most of her time there. The extended presence of this same daughter--or son or wife--in the father's area might eventually cause the father to wonder, "Was ist?" There are times to visit, mealtimes, for example, and improvisations are certainly not unheard of. Still, the sense of personal space in a house seems more highly developed in Germany than in the United States.

C. After discussing rooms in general the teacher might want to proceed to a consideration of specific rooms, still in rather general terms. One possibly helpful discussion might center around the difference between the all-inclusive American toilet/bathroom/restroom and the German "Toilette? and "Badezimmer." Without knowing the important distinction between the two, an American in Germany could very well be in for a disappointment, no matter what business might need to be settled. One might also want to note the difference between the formal "Esszimmer" and the breakfast nook in many American kitchens (observing, too, that the "Essecke" in the German "Küche" is growing in popularity).

III. Furnishing of Rooms/Zimmer and Activities

A. Following the general introduction to the German "Haus" and its "Zimmer," the teacher may want to devote time to the description and discussion of what is located in each Zimmer: "das Ehebett," "die Federdecke," and "der Kleiderschrank" in the parents' "Schlafzimmer," for example, or "das Spülbecken," "der Kühlschrank," and "das Gasherd" in "die Küche."

B. One might also want to organize a session around the kinds of activities liable to take place in the various "Zimmer." "Das Wohnzimmer" could serve as a point of departure for a discussion of an evening with friends.

1. Here, one could talk about the differences in the cultural connotations of American "coffee" and German "Kaffee"--or even of American Folger's or Maxwell House as compared with German Tschibo or Eduscho. One could discuss not only the difference in price and preparation but the in part resultant attitudes toward coffee as well. The American percolator spewing forth its mountain grown all day long contrasts quite vividly with the Militta-made cup or two savored during an evening gathering of family or friends.

2. One could also use this occasion to compare the American "cigarette" and German "Die Zigarette." Both cigarettes and "Zigaretten" have most likely been bought and smoked stealthily by teenaged boys, and certainly heavy smokers drive nails in their coffins on both sides of the Atlantic. Yet, there is little in America to compare with those "Ernte 23" or "H-B" taken out of a freshly-opened, fragrant pack after an evening meal or after wine and lit rather ceremoniously(but often uninhaled) in the quiet, secure knowledge that this is real class.

After having decided what aspects of culture he wants to teach and how he wants to organize them, the teacher is still faced with a major task--that of integrating this material with the textbook currently being used. And if this material is to appear eminently related to the language of the dialogues and drills of the text, it should be integrated. The best solution would be perhaps to find a textbook which uses specific areas of everyday German life--such as the home--as springboards to language acquisition. Unfortunately, no such textbook seems to exist for the teaching of German. The French have such a tool in the Cour de Langue et de Civilisation Francaises, which was originally published to help foreign workers adjust readily to French life. Considering the large number of Gastarbeiter in Germany, one would think that the Germans should have put together something similar by now. In the absence of a truly adequate text, one should perhaps make the best of a bad situation by taking advantage of the limited opportunities offered by the standard textbooks, which usually include units dealing with certain aspects of home life, school, and the like. A teacher might want to expand one of these units on the basis of cultural contrasts.

In closing, it should perhaps be added that culture with a capital "C" need not be neglected entirely, that more complex contrastive patterns of German and American life may be investigated to the benefit of all concerned--from the reasons for the Hesse-revival in America in the 60's and its faint echo in Germany, to the question of German Gastarbeiter and American racism,on down to the music of Bach and Beethoven--and the works of Goethe and Schiller. The point that many pedagogues try to make today is that the past and present reflect each other, that we can understand the past by looking at the present as well as the other way around--and just looking at the present is quite a bit in itself.

A teacher and his class may even find that they can come to some conclusions about that nebulous thing called national character--American as well as German--simply on the basis of glimpses at culture with a small "c." After all, the realization that psychological space exists, not to mention the fact that its characteristics may vary from one culture to another, is also something in itself. However, a teacher should be wary lest he perpetuate or, worse, create cultural stereotypes, over-generalizations and false impressions, which could ultimately prevent the formation of a realistic view of the culture in question on the part of the student. Those who have followed the discussion created by John Troyanovich's list of cultural differences published in Der Unterrichtspraxis (1972) are aware of the concern expressed here. Reservations concerning my presentation of "house" and "das Haus" may have already occured to some of you. And, for all I know, the "Essecke" in the German "Küche" may be already be on the way to replacing the formal "Esszimmer." In view of the hazards involved with broad generalizations, it may be safer--and just as interesting--to remain at the level of what can be verified empirically. For those of us who are not able to shuttle back and forth to Germany, that is a tall order in itself. Our job then would be to keep up to date as much as possible through our rare trips abroad and those of others, through magazines and newspapers, and through certain publications which deal sepcifically with cultural differences, some of which are listed below. The alternative is perhaps to discover one day that "ein Spokaner" is in reality not a gentleman from Spokane, but rather a long, red weenie--made in Frankfurt.

Brooks, Nelson. "Teaching Culture in the Foreign Language Classroom," Foreign Language Annals (March 1968) pp. 204-17.

Die Quelle, a Sear's catalogue-like book available for $2.00 from Die Quelle, 45 W. 45th St., N.Y., N.Y. 10036

Murdock, George Peter. Ethnographic Atlas.

Seelye, H. Ned. "Analysis and Teaching of the Cross-Cultural Context," The Britannica Review of Foreign Language Education, 1968, I, pp. 37-81.

* * *

NFSG SONGBOOK AVAILABLE

After more than a year in preparation, the NFSG Songbook has just recently been published and is now being made available to teachers and students of German at a surprisingly modest cost. Renee Mc Guinn, NFSG West Coast Coordinator was instrumental in selecting the songs for inclusion in the book and in seeing the publication through to completion.

Fitted out with a spiral binder and an attractive cover, the Songbook contains over 100 songs especially selected for American German students who would like to become better acquainted with this aspect of German culture. The songs are categorized conveniently with 19 selections included in the section reserved for Christmas songs. A variety of Trinklieder and Karnevalslieder are also included. At a cost of approximately a penny per song, the NFSG Songbook is thought to be an indispensable aid to German teachers and students alike.

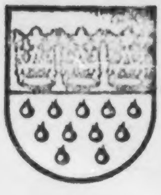
The great majority of selections are included because of their simplicity. Even people with limited or no musical training will have no difficulty using the songbook. Complete piano accompaniment and guitar cords are supplied for the songs.

The NFSG Songbook presents a wealth of German culture, is easy to use, and costs the minimum.
Information or ordering the Songbook write to:

NFSG National Coordinator
339 Walnut Street
Philadelphia, PA19106

* * *

Europa Heute is a film on loan for promotional purposes. Teacher of German may write for informa ion to the AATG Services Center, 339 Walnut St., Philadelphia, Pa., 19106



INTERDISCIPLINARY UNITS IN THE JUNIOR HIGH

Have you ever tried working with another subject area in your school for an entire week? Perhaps the folowing ideas will help get you started.

German students at Northdale Junior High School in Coon Rapids, are enjoying "interdisciplinary year" this year as they work with eight other subject areas in the school. These units were prepared by their teacher, who spent the summer in Europe collecting slides and items especially for the units. German students will be involved in two interdisciplinary units each quarter.

In the first unit, "Have Your Torte and Eat It Too," German eighth graders and Home Economics ninth graders combined classes to see Swiss garden slides, German grocery store and restaurant slides, and an interesting display of china and other food related objects from Europe. The final activity was the creation of a "SchwarzWalderkirschtorte" or Black Forest Cherry Torte.

Next the German ninth grade class competed against the Spanish and French classes in a soccer game, complete with foreign language cheers, flags and posters. The unit was called "Just Kicking Around," and although the teams were not quite as impressive as the Minnesota Kicks, they enjoyed learning more about soccer and the cheers in different languages.

Why not take advantage of the great voice of the music teacher in your school? Seventh grade music and German students will learn some popular German hits from the summer of 1976, and they will try out a few Swiss folk dances. This unit was entitled "Singen und Tanzen."

Don't forget physical fitness! In the unit "Gesundheit" seventh grade German students will work with the health classes and learn how their European counterparts use free time. In addition to this they will get a look at the latest hair styles and cosmetics in Europe and discuss how health and physical education classes are handled in European schools.

No curriculum is complete these days without a metric unit. This one is called "Measure for Measure." German and science students will look at the metric system from a German point of view, as well as get some exposure to the new metric food recipes.

In "It's a Stitch" German eighth graders will get some much needed help from the sewing classes as they make a German festive costume. They will also get a glimpse of some of the latest 1976 fashions in Europe.

The interdisciplinary year will end with the unit "Scenes from Anne Frank," which is part of the eighth grade English curriculum. This unit serves as an introduction to the reading of the Anne Frank play. Background information about Amsterdam and the setting of the play will be presented. German students hope to be of help to the English students as they study the numerous German passages.

Char Johnson
Northdale Junior High School
Coon Rapids, Minnesota

Minnesota Language Review
Vol. V, No. 1; Dec. 1976

GERMAN "Borrow and Copy" UNIPACS

This issue of Information includes a list of foreign language unipacs which Frank Grittner has agreed to send out to people to use, copy and return. If you are interested in borrowing any of these for a time so that you can make copies (and then return them to him), please check the items which you would like to preview and send the list to Frank Grittner with your name and address printed or typed clearly.

There may be some delay in sending you these materials since there is generally a waiting list for some of the unipacs. Requests should be sent to:

Frank M. Grittner, Specialist
Foreign Language Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. Gewusst Wie! An Amazingly Complete Program in International Driving Instruction Which Teaches the German Terms Connected with Driving. Over 100 Pages, (Intermediate and Advanced Levels; Earlier for Those Who Plan to Drive in Germany)

2. Cooking Measurements. (Level I After First Semester)

3. So Macht Man's in Deutschland
   - A. Ein Bummel Durch Die Stadt
   - B. Deutsche Hotels Und Restaurants
   - C. Das Reisen
   - D. Geschäftliches and Gesellschaftliches

4. Farm Animals, (FLES; Grades 4-5-6) Many Visuals for Transparency Masters.

5. West German Radio

6. German Cooking (Recipes Included) (First Year, Second Semester)

7. Germany's Path to National Socialism

8. German Table Manner. (First Year, Second Semester)

9. Fussball. The Sport and How to Play It

10. Restaurants and Menus. (First Year, Second Semester)

11. Heiratspost, Marriage Partners Through the Newspaper. (Level II and Above)

12. Kennen Sie Die Deutschen Verkehrszeichen? Traffic signs, (First Year, Second Semester)

13. Man Sucht Die Früchte Selbst Nicht Aus. (Second Year)

14. Wo Bleibt Denn Der Zimmerschlüssel?

15. Die Rutschbahn (First Year)

16. Das Tuch, Bitte Sehr (First, Second or Third Year)

17. Die Kinder Auf Dem Flugplatz. A Career Learning Packet Designed for Middle School German Exploratory Programs.

BOOK REVIEW: REAL COMMUNICATION IN GERMAN

Real Communication in German is the latest in the series of working guides developed by Virginia Wilson and Beverly Wattenmaker to assist teachers wishing to "facilitate meaningful communication in the classroom". The German version is co-authored by Douglas Bruce, and follows the format of guides in French, Spanish and English, published previously.

It begins with an introduction to the authors' concept of humanizing classroom instruction, describing the background of the materials and fundamentals of group dynamics. In the 25 chapters which follow, "sequential structures". This means, in practical terms, that suggested techniques for developing real communication are correlated with specific points of grammar. In chapter 8, for example, two pages of activities are suggested for use with the imperative mode, of nine different types and in four different categories. The content of all activities is given in German, as are all directions from the teacher to the groups. Grammatical points covered range from the use of subject pronouns to passive voice and subjunctive mode, and the materials have application in classes at all levels.

For teachers who have become interested in human development activities for their classrooms, this guide should provide valuable ideas. The guides are $3.00 plus postage and handling, and may be ordered from: National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866

WOMEN IN GERMAN

There will be a "Second Annual Women in German Conference" in Oxford, Ohio on September 24, 1977.

RUNDSCHAU

Teachers and students may also receive a free English publication, Rundschau, which contains a variety of articles on timely topics and a wealth of illustrations from the contemporary German world. Topics range from fashion to sports to politics and social issues. (Nat'l. Carl Schurz Assn. 338 Walnut St., Philadelphia, Pa 19106)

MORE ON GERMAN-AMERICANA

A limited number of copies of Gerard Wilk, Americans from Germany (NY: German Information Center, 1976) is available free of charge upon request from: GIC, 410 Park Ave. , N.Y., N.Y. 10022

"SCHATZKAMMER"

This annual journal appearing each spring is devoted to innovative teaching techniques at all levels of German instruction to research in contemporary German linguistics, and to historical and cultural contributions to America by German-speaking people. Send manuscripts and inquiries to: Duane V. Keilstrup, Editor, Schatzkammer, Dept. of Foreign Lang. and Ling., U. of Texas at Arlington, TX 76019

FOUNDATION MONEY FOR GERMAN MATERIALS:

Do you need $100 for teaching materials? There is an organization which will provide mini-grants for German teachers, for the purchase of periodicals and books. Requests for information should be on school letterhead. Write to: Literary Society Foundation Box 155 Gracie Station, New York, New York 10028.

For an excellent catalog of French Canadian Films write to: Canadian Consulate General, 500 Boylston St., Boston, Mass. 02116. There is no rental charge for the use of the films. Pay only for cost of return mail.

FACSEA

Society for French American Cultural Services and Educational Aid

F.A.C.S.E.A. is a nonprofit organization which actively distributes audio-visual material all over the United States to institutions of primary, secondary, and higher education. They have short films, scientific and medical films, audio-visual teaching methods, as well as records, slides, etc. available at a low cost, which can help stimulate interest in French language and civilization.

Of special interest are two films now available from the Chroniques de France series which are special issues devoted entirely to the Bicentennial: Bicentennial No. 1 consists of two 13-minute sequences dealing with the United States as seen by France during the eighteenth century. The history of the French-American alliance, 1776-1976, is examined. Bicentennial No. 2 features American writers in the twenties and deals with French-American cultural exchanges.

Requests for information, orders, and remittances (by check or money order) should be sent to F.A.C.S.E.A., 972 Fifth Avenue, New York NY 10021. Or telephone (212) 737-9700.

FRENCH PHONICS FOR AMERICANS

This is a booklet which makes it possible for HS or college students to learn to pronounce 85% of all the words in the French dictionary correctly within 30 hours. Orders may be placed with the Dept. of Mod. Languages, Georgia Inst. of Tech., Atlanta, GA 30332 Xeroxed copy: $1.75 each. Tapes are available at $6 a set.

DICTIONARY OF FRENCH SLANG

Most students of French probably think that French people spend a lot of time getting on and off trains, going through customs, checking in and out of hotels, eating(possibly true), and suffering from a head cold --at least that's what the dialogues in textbooks would lead one to believe. And how polite everybody is! An occasional gentle "Mon Dieu" or "Sacrebleu" may show up in the lecture; for nasty names, "nom d'un chien" is pretty bad. A little paperback which has been around for quite a while-- A Dictionary of Colorful French Slanguage and Colloquialisms by Etienne and Simone Déak (N.Y.:E.P. Dutton, 1961)--is worth another look if it has been gathering dust on your shelf.

FRENCH PERIODICAL INDEX, 1973- 1974 AVAILABLE:

F.W. Faxon Company announces publication of the first edition of their new French Periodical Index. Edited by Jean-Pierre Ponchie, this includes two years, 1973-74, of seven major French journals not previously indexed elsewhere: L'Express(overseas edition), Réalités, Le Nouvel Observateur, Paris-Match, Le Français dans le Monde, Le Monde Hebdomadaire, and Sondages. The index is arranged in 26 categories, based on those used in Time and L'Express, including: Business and Economy, World, Nation, Religion, Education, Literature, Environment, Medicine and Health and Films. This index is invaluable not only in courses in French language and cultural perspective but in individualized programs. The cost is $28.00 for the two year compilation. Bound in cloth, it contains 606 pages. French Periodical Index, 1975, is due to be published in November 1976. Order from: F.W. Faxon Company, Inc., Publications Div., 15 Southwest Park, Westwood. Mass., 02090

TIPS FOR TEACHERS

The NCSA is sponsoring a new publication entitled TIPS, an acronym for Teaching Ideas Presentation Service.

The Publication will offer teachers a forum for presenting their TIPS to their peers on interesting and innovative projects and programs. Undoubtedly there will be TIPS regarding successful approaches to knotty pedagogical problems. TIPS may eventually contain a question and answer column.

The potential of TIPS is unlimited. The NCSA feels that TIPS will become a regular interchange among German teachers to the benefit of the profession.

Teachers of German who have suggestions and ideas for TIPS are asked to send them to:

TIPS
339 Walnut Street
Philadelphia, PA 19106

The German Embassy in Washington has the following films for use in schools; Rose Bernd, Wallenstein, Nathan der Weise; Der arme Mann Luther, Kleider Machen Leute, Der Zauberer Gottes, and Der Zerbrochene Krug. Write: German Embassy, 4645 Reservoir Rd., N.W., Washington, DC 20007.

★

MAKING A VIRTUE OF NECESSITY

The Starlight Tissue firm in the town of Witzenhausen has come up with a novel solution for people wanting to learn English but never finding the time. It has begun manufacturing rolls of toilet paper with English lessons printed on them. The course contains 26 lessons, with each roll of paper bearing one lesson that is repeated after every sixth square of tissue.

The Bulletin, April ¿973

German Programs Available: Werner K. Honsalek, Service Manager of the Language Laboratories, University of Wisconsin-Milwaukee, Wisconsin 53201, announces the availability for listening or rebroadcast of numerous radio programs in German which deal with German literature. Some are produced locally and include readings, literary analysis, and music. Contact Mr. Honsalek for additional information.

★

German Teachers - Have you seen Spiel und Sprache, the first-year motivated reader published by W.W. Norton Co., 500 Fifth Ave., New York 10036¿ Much of the material is based on the German MAB, and it includes many topics of contemporary and youth concerns.

★

Available to Foreign Language Teachers: Interdisciplinary Cultural Themes in German Also mini-course curricula for German lV and V. Themes: $1.00; mini-course: $.50 P.O. Box 353, Ridgefield, Ct. 06877.

WHY STUDY GERMAN¿

We sometimes do not really read the textbooks in our teacher libraries and thus forget some of the fine things that have been authored - like this passage from A First Course in German by Theodore Huebener and Maxim Newmark, published by D.C. Heath and Company in 1964.

WHY STUDY GERMAN¿ While munching a Hershey bar, you listen to the radio, on which a program recorded by Leonard Bernstein is being broadcast from Steinway Hall. Selections are being presented from Bach, Mozart, Beethoven, Brahms, and Mendelssohn. The announcer in Rockefeller Center calls your attention to the fact that the Pulitzer Prize is to be awarded at the Astor Hotel. The commercial is praising a product by Pabst, when Mother calls you to dinner, saying, "Hurry¡ We're having one of your favorites, Heinz beans¡" Your sister says, "Oh, dear, just when I'm finishing this interesting novel by Steinbeck that I bought at Schoenhof's¡"

AVAILABLE LEARNING ACTIVITIES PACKETS

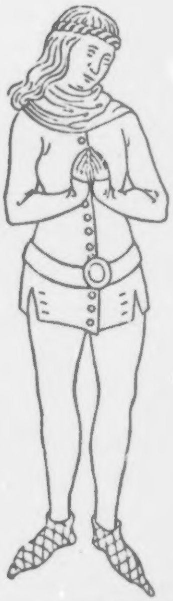
The newest additions to the list of learning activities packets made available to interested foreign-language teachers through the cooperation of Dr. Robert C. Lafayette, the director of the Indiana University Summer Foreign Language Workshops, follow. These packets are made available for a minimum fee to cover the cost of mailing and reproduction.

Each project costs fifty cents. Orders must specify the lesson desired by name and payment by coin or check must accompany all orders. No stamps or postal orders will be accepted. Checks MUST be made out to INDIANA UNIVERSITY. Address orders to: Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, Indiana 47401.

German: DAS EINKAUFEN FÜRS ABENDBROT, prepared by Judith C. Witte

A comprehensive three-part learning activity packet which includes lessons on Das Metrische System, Das Geldsystem, and Das Einkaufen. Includes instructions for teacher introduction of material in a "normal" classroom setting and specific guidelines for many student activities to be done individually or in small groups. Along with teacher and student sections, each lesson includes a student self-test and a post-test. Intended for beginning students but could be used at more advanced levels. Excellent combination of English and German. About 25 pages.

GERMAN
WOMEN'S DRESS OF THE
FOURTEENTH CENTURY



GERMAN MEN'S DRESS
OF THE FOURTEENTH CENTURY

LATIN "Borrow and Copy" UNIPACS

This issue of Information includes a list of foreign language unipacs which Frank Grittner has agreed to send out to people to use, copy and return. If you are interested in borrowing any of these for a time so that you can make copies (and then return them to him), please check the items which you would like to preview and send the list to Frank Grittner with your name and address printed or typed clearly.

There may be some delay in sending you these materials since there is generally a waiting list for some of the unipacs. Requests should be sent to:

Frank M. Grittner, Specialist
Foreign Language Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

1. Werewolves et al. Five Mini-Readings and one Maxi-Reading, (First Year and Advanced Levels)

2. Murders Most Foul! A "Student Ready" Mini-Lesson.

3. Latin for Communication "Why Not Speak Latin? The Romans Did!" Some Roman "Emotions." A Two-Page Handout.

4. Affirmative Answers to These Questions Indicate Excellent Latin Programs. From Guidelines for Evaluating Foreign Language Programs, Superintendent of Public Instruction, State of Illinois. (14 Questions)

Slides, Buttons, Bumper Stickers and other realia to promote the teaching of Latin. For free catalog write: American Classical League, Miami Univ., Oxford, Ohio 45056

Ludamus, 20 Games for the Latin Class, prepared by Lorraine A. Strasheim. These games have been adapted from modern language sources. Packet includes information on using games in the classroom, vocabulary games, games for grammar drill and reinforcement, and a game for the Bicentennial. Packets are fifty cents ($0.50) each and may be ordered from the Coordinator for School Foreign Languages, M21 Memorial East, Indiana University, Bloomington, India 47041. Payment must accompany orders and all checks must be made out to INDIANA UNIVERSITY.

Pompeiiana, Inc., 6026 Indianola Avenue
Indianapolis, IN 46220

Pompeiiana, Inc., a two-year old, not-for-profit, national center for the promotion of classical studies at the secondary school level, is the nation's fastest growing classical organization for secondary school teachers and the only organization whose activities are given consistent recognition in the national media.

Pompeiiana, Inc. is also the only classical organization which offers secondary school teachers of Latin a definite set of materials and a method of approach for both building enrollments in Latin and reintroducing the course where it has been previously dropped from the curriculum. In the Indianapolis area alone Latin has been reintroduced into three secondary schools by using the promotional materials which Pompeiiana has produced.

Membership in no other classical organization enables members to use a variety of half-hour audio-visual programs designed to enrich and complement the teacher's work in the classroom and yes, these circulate FREE OF CHARGE.

THE SOVIET WORLD

The Soviet World, a multimedia, secondary level Social Studies program will be released to the educational market September 1, 1976, by EMC Corporation, St. Paul, Minnesota, an educational publisher.

The Soviet World, a new conceptually-organized study of the Soviet Union, focuses on the vast area west of the Urals. Open-ended inquiry studies based on the filmstrips focus on key facets of this European giant...government structure and function, agriculture and industrial growth under Communism, contrasting life styles, and historic and contemporary contributions to the arts.

A student text entitled, "Perspectives On the Soviet World", forms an integral part of the study. The Teacher's Guide includes instructional objectives, background data, and discussion material. Inquiry and valuing activities, informal and formal evaluation procedures, and independent study materials are bound into the guide.

The Soviet World complete kit contains four filmstrips, four cassettes entitled, "Setting The Stage", "Resource Use; Land and Machines", "A Better Life", and "Culture: Preserving, Creating"; eight student books; wall map; and Teacher's Guide with Student Activities on blackline originals. The kit is priced at $89.00. Additional student books are $1.50 each.

EMC Corp., 180 E. Sixth Street, St. Paul, Minn. 55101. Contact:
Lori Knutson at (612) 227-7366.

Culture Games

The two Russian games which follow are available from Donald K. Jarvis, 1387 Locust Lane, Provo, Utah 84601. Payment should accompany orders.

Russian: Sovietiquette. For norms of public behavior. Can be played in Russian or in English. Any number of players can participate for any length of time.
$3.50

Russian: Tactword. Verbal etiquette. 2-10 players match pairs of equivalents from "Thank you" to "May I have this dance?".
$2.50

Genevra Gerhart. The Russian's World: Life and Language
New York: Harcourt, Brace, 1974, 257pp; Paper.

In reviewing Mrs. Gerhart's book I am reminded of the motto of Coronet magazine during its arty heyday back in the late 1930's. It was "Infinite Riches in Little Room." I think this phrase best describes the mine of information that The Russian's World represents.

Fulfilling the basic goal of the book most successfully, the author shows in what physical ways the Russian's world differs from our own. Some of the examples and comments are delightful and witty: "Those who know a 'Russian stove' are not shocked to find grandma sleeping on it."

The categories covered in the various chapters include: Man, Names, Clothing, Housing, Holidays, Transportation, Sports and Leisure, Speech, Animals ("Many of the animals common in the USSR do not exist in the Western Hemisphere"), Numbers and Abbreviations. Under these headings are to be found facts, information and details that make fascinating reading and which sum up in a convenient form material gathered from a great variety of Russian sources and also from personal experience. The explanations are accompanied by Russian vocabulary and by many diagrams and illustrations. Examples of the use of the vocabulary are given in passages from literary and other authorative sources which are translated into English in the appendix. At the same time, material is well documented by ample bibliographical references in the introduction and in the footnotes to the chapters.

The style is sprightly and entertaining. Under the heading of DECOR, for example, we read:

> It is difficult to typify the 'Russianness' of Russian decor. There seems to be no one style that predominates; too much depends on whose decor one is describing. Older city apartments have a heaviness to them--reminiscent of Late Victorian in England, often with darker colors and hanging fringes here and there. The style of newer city apartments is closer to nondescript. Here the effort to pack a modicum of furniture design is similar to both Scandinavian models and Sears Roebuck. A common decorating device is the display of Persian-type rugs KOVRY on the wall. A recent satirical article in the press described someone as "sophisticated" who put rugs on the floor rather than on the wall!

In addition to an enormous amount of technical and scientific information, there are even practical tips for visitors to the USSR. For example, one is told that when checking one's coat at the theatre, to make sure your coat is supplied with a loop at the neck, for coats are not hung on hangers but on hooks and without the loops the checkers will use a buttonhole for the purpose. And in order to avoid the endless wait to retrieve one's coat at the end of a performance, the trick is to rent a pair of binoculars from the coat checkers before the performance. Those who have done so will get their coats first.

A-V Guide to Russia

The AAASS' popular new Audio-Visual Guide to the Soviet and Eastern Europe has gone into its second printing. This handy guide lists a large number of audio-visuals (some of them free) and has already proven to be an invaluable aid to teachers of all levels of language courses. The guide costs $1, but is available free to high school teachers who request it on school stationery. For your copy of the Guide, write to: AAASSS Audio-Visual Guide, 190 West 19th Avenue, Columbus, Ohio 43210.

Mastering Russian, Revised, by Robert L. Baker, is a series of three text components and accompanying tapes designed for use with Russian for Everybody, for use with any basic Russian text. Mastering Russian Pronunciation and the Russian Writing System concentrates on pronunciation as well as on reading and writing practice; worksheets are included. Mastering Russian: A Workbook for Use With Russian for Everybody has a two-part loose leaf format containing vocabulary, grammatical explanations, cultural notes and contain pattern drills. Examination copies of all materials are available. Details and ordering information are available from the publisher:

André Paquette Associates
149 Franklin Street
Laconia, New Hampshire 03246

PALO ALTO NEWS - The Russians are far-outdistancing us in the language race, teacher Michael Kass learned above all during his 2 1/2 months in the Soviet Union this school year.

And he found them to be gregarious, but retaining vivid memories of World War II and desperately wanting to avoid another.

The Palo Alto High School social studies teacher also learned that Russians harbor an almost paranoid fear of associating too closely with Westerners.

Last fall he spent more than a month in Moscow and Leningrad, where, he says, he was free to discuss any topic in Soviet classrooms.

Kass, who has a master's degree in Russian literature, was upset and angered to find Soviet youngsters spending nine years in foreign languages, while Americans shun it.

"I really hope we get hold of ourselves," he said. "We can't depend on everyone else learning English; we've got to depend on other countries and other cultures. We are all dependent upon one another and we must cooperate to survive."

And he learned the people are emotional and tears come easily for sadness and joy in men and women.

One of the most popular events, he says was showing slides of Palo Alto High to students.

OFF TO AN EARLY START Parade

The Soviet Union believes in teaching foreign languages to students at an early age. In Moscow, for example, there are at least 80 special schools which provide 10 years of intensive foreign language instruction in addition to their regular curriculum.

In special school #60, for example, located in the Kallnin Prospekt area of Moscow, one of its most modern, the school is known as the "Angliski Shkola" (the English school), where foreign language instruction begins at age 7 and continues through age 17. Most of the faculty is bilingual, most of the signs are in Russian and English is taught in a British accent

THE PUERTO RICAN HERITAGE IN DANCE

Europe applauds the Folkloric Ballet

Earl Copeland, Jr.

(Earl Copeland, Jr. is a journalist who lives in Puerto Rico. His article first appeared in the fortnightly "To the Point International" of Antwerp.)

Members of the Areyto Folkloric Ballet Company of Puerto Rico have completed a highly successful European tour which has taken them to five major folklore festivals in Spain, France, and Britain. This has been their second successive year on the Continent. The company of thirty-two dancers and musicians received such an enthusiastic response at the World Folkloric Festival in Jaca, Spain, recently that the Spanish Government invited them back and even made an $8,000 grant for the trip.

The company, organized in 1968 by Irene Jimez de Mc Lean, has appeared at the International Folklore Festival at Fuengirola in Spain, at the Festivales de España in Madrid, at the World Festival of Folklore at Oloron in France, the International Folklore Festival of Confolens, and the International Folklore Festival of Billingham, England. The Company has built a repertoire of ten numbers that faithfully depicts the life of country folk in Puerto Rico a century ago and reflects the occupations, concerns, religion, and superstitions of what was then an agricultural, stratified society.

The Taino Indians, who inhabited the island in pre-Columbian times used the word areyto for a ceremonial meeting or dance. The Areyto players, whose skins range from coal black to ivory white, are a genuine cross-section of Puerto Rico's 3 million people. Many of the musicians are older men and women who grew up in rural mountain villages where the traditional songs and dances are still performed. A main objective of the troupe is to prevent the disappearance of Puerto Rican folklore, with its centuries-old mix of Indian, Spanish, and African cultures.

Typical of the ballets are the Baile del Pañuelo (Handkerchief Dance), a happy dance from the mountain regions in which the participants encircle the man of the house and, using handkerchiefs, literally draw a noose around him until he surrenders and allows them to use his home for a songfest. The dance was traditional at Christmas when groups went carolling through the villages.

The Plena is considered the most authentically Puerto Rican folk dance, since it blends the Spanish and African heritage which is common to many Puerto Ricans today. The sketch opens by depicting the Puerto Rican's delight in tapping out impromptu rhythms with whatever is nearby--pencils, dominoes, kitchen utensils, or the hand. Soon, someone begins to sing improvised lyrics about a significant event, a beautiful woman, or an act of sorcery.

Accompanying this musical journalism are dances which dramatize the words of the songs. A small accordion--called the sinfonia--carries the melody, and the intricate polyrhythms that swell up are the product of two typically Puerto Rican percussion instruments the pandereta de plena, a goatskin-covered tambourine drum, and the guiro, a hollow gourd with fine ridges. Both are scratched with a fork. The guiro was devised by the Taino Indians.

The Bomba was born among the Africans who cut sugarcane on the old coastal plantations. Their principal diversion was a Bomba dance on Saturday night or at the end of a harvest. Couples move with a primitive grace, accompanied by drums to signal with foot and hand movements a dialogue of rhythms. In the Cockfight ballet, two costumed dancers mimic the birds in battle in a lifelike cockpit, while other dancers and singers represent the tumult that engulfs the arena.

The Baquine depicts the celebration that took place in earlier times on the death of an infant. It was a happy event with songs and dances, food, and decorations, because--according to religious beliefs--the child was unstained by sin and went directly to heaven as an angel. The dead baby would be dressed in rich cloth, blanketed with carnations, and placed on a table covered with white linen.

The fiestas of the village of Loiza honoring the patron saint, Santiago, provide the theme for one Areyto sketch. Its highlight is the "running of the flag." A lady hands a flag to her suitor who, mounted a horse, performs in a circle and eventually returns the flag.

In one recent tour, the company put on a show-stopping performance at the Paris Caribbean Folkloric Festival that so impressed the Parisians that the ballet troupe became the first to perform at the sedate Ritz.

A new DICTIONARY OF COMMON LEGAL SIGN LANGUAGE TERMS has been developed by the Center for the Administration of Justice at Wayne State U. Informally known as the *Ameslan Dictionary*, it contains approximately 650 common legal shorthand signs conveying conceptual ideas and phrases. The dictionary is part of a project to develop programs for protecting the legal rights of the deaf. Emphasis thus far in the project has been placed on the certification of legal interpreters to help deaf people involved with thepolice and court system. Plans call for the production of video tapes explaining the problems of the deaf to law enforcement officers and court officials...*A Guide to the Languages of the World*, covering over 700 languages belonging to 28 language families, has been compiled by Merritt Ruhlen of Stanford. Aspects covered include phonological segments, word order, stress and tone, genetic classification, syllable structure, and location and numbers of speakers. Copies are availabel for $15.00 from Merritt Ruhlen, Dept. of Ling., Stanford U. Stanford, CA 94305.

A HANDBOOK FOR TEACHERS OF ITALIAN

The AATI has announced that its *Handbook for Teachers of Italian*, edited by Anthony Mollica of the Ministry of Education of Ontario, is ready for distribution. The book is an extremely handy guide for beginning and experienced teachers of Italian. It contains several articles pertinent to the teaching of language, literature, and culture in today's classes. There is also an excellent article containing resource materials for the teaching of Italian. The book, which costs $8.95, may be ordered by writing to: Dorothy Frank, Secretary-Treas., AATI, 1742 Tomlinson Ave., Bronx, NY 10461.

SELF-CONCEPTS IN JAPAN AND US COMPARED

One of the most valuable books published to date in the field of intercultural communication has remained somewhat underground. Entitled The Public and Private Self in Japan and the United States, it was written by Dean C. Barnlund, Professor of Communication at San Francisco State University. Dr. Barnlund wrote the book after several visits to Japan to conduct research, during which he made an agreement with the Simul Press of Tokyo to publish it both in Japanese and in English.

In the book Dr. Barnlund describes his research into the concept of self in Japan and the U.S: It is based on the results of a series of research instruments administered in Japan to Ameirican and Japanese students. Through these he explores three major areas:

1. The nature of the self (as perceived both by self and by the other culture group) in the process of interpersonal communication.
2. The degree of self-disclosure in verbal interpersonal communication for each culture group.
3. The degree of self-disclosure in nonverbal interpersonal communicaion for each culture group (in particular, touching behavior).

It may be ordered from the International Scholarly Book Service, Box 555, Forest Grove, Oregon 97116.

COMMUNIQUE
December 1976

MULTI-LINGUAL SERVICE

When a Japanese visitor to the United States wanted to know where to buy a skate board, he was able to get the answer in his native language by calling Travel Phone U.S.A., a service being offered for the sixth consecutive year by TraveLodge in cooperation with the United States Travel Service. All the visitor did was to make a toll-free call to 800-255-3050. The operators who answer the phone speak French, German, Spanish, Japanese and English and have become accustomed to answering a wide-ranging variety of questions (30,000 people have availed themselves of the service since 1970). Some other recent examples: "Is catchup available in a Chinese restaurant?" "Where can I visit a slaughter house?" "What time do department stores open in Los Angeles?" The operators also accept reservations - in any of the five languages- for accommodations at the 500 or so motels in the TraveLodge chain.

-from New York Times

COMMUNICATION GAMES FOR LEARNING JAPANESE

David Ashworth, Department of East Asian Languages, UH-Manoa

The games described below are designed to provide the opportunity to use grammatical patterns that have just been learned in meaningful communications. In every game, one player knows (or has) something that the other does not. The purpose of a game is to use the patterns to find out or obtain what the other person knows or has. "Games" might be a misnormer, since they are intended as a serious means of learning and practice in communication, even though they are fun to play.

1. "Location"

This game provides the rationale for many others. After teaching and drilling locations terms and patterns with maps and appropriate props, the instructor issues each student a set of 12 cards, each containing the name of a building--e.g., *ginkoo*, *resutoran*, etc.

Stage One: Instructor uses props (building models) to construct a "town" of four or more buildings, and screens it from the students. Instructor tells students which buildings exist in the town (but not their locations), and students pick out the cards corresponding to them. Students' task is to use the patterns they know--e.g., *X wa doko ni arimasu ka*; *X wa Y no mukoo ni arimasu ka* and the like to construct a map of the instructor's town, using the cards.

Stage Two: Instructor leaves room, students draw a new "town" map on the board. Instructor returns, without looking at the map, and asks questions to the students in order to construct a similar room. When finished, he checks his map against that of the students.

Stage Three: Students are divided into pairs, and play the game by themselves using the cards. When the "asking" student thinks he is finished, he says "*Dekimashita. Misete kudasai*" to the other player and they compare maps.

Testing: Students read, or listen to, a description of a town and must draw a map based on the description.

2. "The Price is Right"

This is a simple method for practicing numbers. It requires the introduction of *ijoo/ika* (later, *izen/igo* are introduced for a similar game, "The Date is Right").

Stage One: Instructor writes a *price* on a piece of paper, say $155. He shows class a ring or other object and says "*Kore wa ii yubiwa desu yo. Ikaga desu ka?*" (or some other appropriate sales pitch). Students must guess price by successive approximation. Thus:

Student: Hyakudoru ijoo desu ka?
Insturctor: Hai, soo desu.
Student: Nihyakudoru ijoo desu ka?
Instructor: Iie, nihyakudoru *ika* desu.

and so on, until students hit the price. In *Stage Two*, roles are reversed as in the "Locations" game, and in *Stage Three* student play by themselves.

Games of this type all follow a simple format: given two players A and B, A knows (or has) something that B wants. A and B interact, using the pattern just introduced and drilled, resulting in B obtaining what he wants. Such games provide a way to practice a wide range of grammatical and vocabulary items. Several such games can be combined to simulate transactional behavior of various types (I have a beginning level *Monopoly* type game under testing and development at this time.) IMPORTANT: The purpose of this type of game is to develop the ability to communicate. Competence in grammar should be tested independently, and students should not be evaluated or corrected on their grammar in doing these games, except when failure to communicate would result. When the students play the games by themselves, they will have the opportunity to see by themselves whether they have succeeded or failed.

Have you heard of Rosanne Royer's Events in the Slavic Communities? This invaluable quarterly on coming events of interest not only to teachers of Slavic languages and cultures but to anyone with an itch for Slavic food, dancing, music, movies, religious services, and beverages can keep you abreast. It costs only one dollar a year; to subscribe, write to Ms. Rosanne Royer/ 7017 56th NE/ Seattle, WA 98115

WHAT'S IN A NAME?

Are you troubled because your name is Smith or Jones or Brown and you're always being mistaken for someone else of the same name?

Your troubles are few compared to those in Sweden bearing the name Johansson.

Of the 8 million people in Sweden, one out of every 15 is named Johansson. If you count the slight variations like Jonsson or Johnsson, there are more than half a million.

In Stockholm alone, the Johanssons occupy 62 pages of the telephone directory. In all, more than 40% of the Swedish population shares 20 names, all of which end in "son." The problems generated by this situation range from irritation to danger.

Many Swedes, for example, go to a restaurant and find that their reservations have been filled by people with the same name. There is a case on record in the city of Vaxjo where the X-rays of two women with identical names were interchanged and one had a perfectly healthy breast removed.

The Swedish government has gotten around the problem by giving everyone a "person number"--a 10-digit identification code. Moreover, all those Johanssons who are tired of the name-sameness can change their names for a fee of $8. Last year some 5000 Swedes did that very thing.

MATERIALS FROM AUSTRIA

Teachers who would like an Austrian poster and a map of Austria which contains basic information about the country should write to the Austrian Institute, 11 East 52nd Street, New York, N.Y. 10022. There is no charge.

SUMMER WORKSHOPS/PROGRAMS

1. Summer '77 in Spain and Mexico
   Summer Sessions Abroad offered by California State University, Sacramento
   8 weeks in Spain; 6 weeks in Mexico.
   Open to high school, college and undergraduates and graduates and teachers of Spanish.
   Summer Programs; Dept. of Spanish and Portuguese.
   California State Univsity, Sacramento; 6000 J Street, Sacramento, CA 95819

2. 3rd Annual ISU French, German, and Spanish Culture Institutes 1977
   A total immersion program for Foreign Language Teachers.
   June 13-25, 1977
   Director, ISU Cultures Institutes
   Dept. of Foreign Languages
   Illinois State University
   Normal, Illinois 61761

3. 1977 Summer Institute in France for Teachers of French
   June 23 to August 18, 1977 / 8 hrs. graduate credit
   André Walther, Director
   French Summer Institute
   University of No. Iowa
   Cedar Falls, Iowa 50613

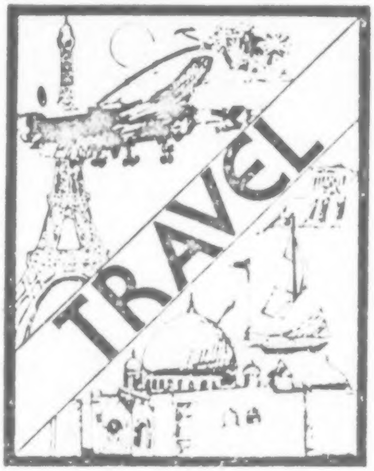
4. 5 Day Workshops in French, German, Spanish
   5 week Graduate Programs in French, German, Spanish and Latin.
   Director of Foreign Language Summer Schools
   Millersville State College
   Millersville, PA 17551

5. LA CASA ESPAÑOLA X 403
   Intensive one week language and culture program.
   June 21-27
   Anthony Martinez, M.A., program coordinator
   University of California; Berkeley
   Berkeley, CA

6. LA MAISON FRANCAISE X 400
   Intensive one week residential program planned to improve idiomatic fluency in French as well as knowledge of contemporary French culture.
   Available to French students with 4 quarters of French and French teachers
   Christine Leefeldt, Ph.D., Instructor
   August 14-20
   University of California; Berkeley
   Berkeley, CA

7. Summer Session 1977, Guadalajara, Mexico
   July 1-29, 1977
   International Cultural Exchange
   For Information, write to:
   I.C.E.
   P.O. Box 1058
   Crestline, CA 92325

8. Summer Session 1977, Valencia, Spain
   July 4-August 5, 1977
   International Cultural Exchange
   For Information see above.



9. French, German and Spanish Programs
June 13-July 18 in France and Germany
July 21-August 20 in Spain
Unique programs of study in Europe for teachers and prospective teachers of French, German, and Spanish.
For Information write:
Helen Jorstad
230 Peik Hall
University of Minnesota
159 Pillsbury Drive SE
Minneapolis, MN 55455

10. SUMMER WORKSHOPS AT PURDUE UNIVERSITY
June 13-July 8, 1977
Summer workshops for foreign language teachers.
For further information, write or call:
Professor Joe Wipf
Purdue University
Depatment of Foreign Languages and Literatures
West Lafayette, Indiana 47907
Tel.(317) 749-2685

11. AUSTRIA/GERMANY SUMMER STUDY PROGRAM
June 20-August 12, 1977
Sponsored by the Oregon State System of Higher Education
Courses offered: Conversational German, Composition and Conversation, Advanced German, Composition, and Culture and Civilization.
Professor Frank Balke, OCE; and Dr. Helmut Plant, Directors
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ABSTRACT

Assessment of the Spanish-speaking bilingual child's language dominance is essential to bilingual education, but to date there is no universally accepted way of doing this. There are many tests on the market which purport to measure language dominance and achievement, and which involve various criteria and methods. This paper describes four tests, each of which can be useful in contributing to an overall assessment of language dominance. The Bilingual Syntax Measure defines language in terms of phonemes, and is designed to measure oral proficiency in English and Spanish. The Dos Amigos Verbal Language Scale measures language development in English and Spanish separately. The James Language Dominance Test is designed to assess active and passive language dominance of kindergarten and first grade Mexican American children. The Pictorial Test of Bilingualism and Language Dominance measures oral vocabulary for both Spanish and English, as well as phonological, morphological, and syntactic development in both languages. (AM)

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DEMONSTRATION OF ASSESSMENT OF LANGUAGE DOMINANCE OF SPANISH-SPEAKING BILINGUAL CHILDREN

PRESENTED BY: Susan Helmer

The determination of language dominance in Spanish-speaking children is imperative. According to the Rules and Regulations to Govern the Administration and Operation of Special Education (1976), "...Before a child is given a case study evaluation, the local school district shall be responsible for determining the child's language use pattern, mode of communication and cultural background." This must be noted in the child's permanent record. Assessment of the child's language dominance is essential, but to date there is no universally accepted way of accomplishing this.

As a result of litigation involving bilingual children's right to receive an equal education (Diana vs. California Board of Education; Lau vs. Nichols) school districts are slowly beginning to assess bilingual children in their native language. This process involves intraindividual assessment by bilingual psychologists and psychometrists. Because school districts have not responded due to many reasons including the inability to find bilingual psychologists, the Office of Civil Rights in Washington D.C. has begun citing school districts for non-compliance with the Lau Decision.

Large School districts such as New York Cityare finding it increasingly more difficult to meet the demands set by the Office of Civil Rights in the amount of time allotted. Of the 1.1 million school children,370,000 bilingual children must be dominance tested. The Office of Education has set up a department which offers assistance to school districts to help in planning, implementation and evaluation of what have come to be called the Lau Remedies for compliance achievement.

The Lau Remedies consist of minimal requirements which must be met in order that federal funding may be continued. The main areas that must be addressed are: student identification, language assessment prodedures, diagnostic-prescriptive and program selection procedures. Determining the child's language dominance through testing is the first measure that should be undertaken prior to any further testing. Information on language dominance is needed to avoid misplacement as a result of misdiagnosis of children from backgrounds where English is not the primary language.

To date, language dominance testing is one of the few types of testing of minority children or non-English speaking children specifically that doesn't cause controversy (Adler, 1973; Goldman and Hartig, 1976). Testing and assessment are needed if the results are utilized in a way that will aid in the search for the bilingual child's strengths. Once uncovered, educators can build upon them to provide a program based on the child's best mode or modes of learning.

There are many language dominance tests on the market which purport to measure language dominance and language achievement. The criteria utilized by test writers varies greatly and may include any or all of the following: syntax, vocabulary, phonology and pragmatics. The methods used to elicit student response may include any combination of aural/oral/written. For the purpose of this presentation, four language dominance tests were chosen. The instruments being considered here are: Bilingual Syntax Measure, Dos Amigos Verbal Language Scales, James Dominance Test and Pictorial Test of Bilingualism and Dominance.

The Bilingual Syntax Measure defines language in terms of discrete units (phonemes) and is designed to measure the child's oral proficiency in English and Spanish. Test administration is individual and takes 8-10 minutes per child. The children are encouraged to express their thoughts and opinions about colorful stimulus pictures. The children aged 4-9 are rated on a scale from 1-5 in English and 1-5 in Spanish. Level 1 signifies that the child speaks no English (or Spanish). Level 2 children are able to produce some English (or Spanish) in verbal routines, they are also able to repeat short sentences or questions. Level 3 children can usually make themselves understood by using a combination of simple speech, gestures, and an occasional word from their native language. When speaking English, these children sometimes omit nouns and verbs, replacing the omitted words with gestures or other words. They can communicate in English, but do so with difficulty. Level 4 children have very little difficulty communicating their ideas in English (or Spanish). They control a number of basic grammatical structures. Level 5 children demonstrate native or near-native proficiency in English. They control most of the basic grammatical structure of English and their speech is comparable to native English speakers of their own age.

The Dos Amigos Verbal Language Scales is an individual test that can be administered and scored in about ten minutes for each scale. It consists of two scales in English and two scales in Spanish and yields a separate measure of the child's language development in eachlanguage.

The test has a list of 85 stimulus words and their opposites and a similar list of 85 Spanish words and their opposites. The scales are arranged in ascending order of difficulty. The examiner must determine that the child is able to understand what an opposite is and that he can demonstrate this knowledge before beginning the test. The examiner reads the stimulus to the child and records a plus for a correct response; a zero for an incorrect response. The examiner continues until the child completes the scale or misses five consecutive words. The number of correct responses should be recorded as the raw score on the front of the test. The examiner then goes to the appropriate age table and locates the raw score and the percentile for that score in order to enter it on the front of the form. The higher percentile for the age indicates the dominant language.

of the child. Any child who scores below the fiftieth percentile in both English and Spanish should be evaluated further to determine the problem.

The James Language Dominance Test is a short test designed to assess the language dominance of kindergarten and first grade Mexican-American children. It consists of 40 visual stimuli designed to yield a measure of the child's language dominance or bilingualism in both production and comprehension. It can be administered individually by professional or para-professional staff in 7-10 minutes. Test results are used to classify children as Spanish-dominant, bilingual with Spanish as the home language, bilingual with both English and Spanish at home, English dominant but bilingual in comprehension, and English dominant in both comprehension and production. The test should be given in Spanish first and then followed in English. The test should be administered in one session.

The Pictorial Test of Bilingualism and Language Dominance utilizes a series of pictures in which each picture depicts a single concept. The test is broken into two parts. Part I of the instrument consists of 40 pictures designed to elicit a particular vocabulary word. The words are presented in the order indicated on the answer sheet. The child is permitted to respond in either English or Spanish and is then asked to supply the word in the unused language. Thus the following measures will be obtained: 1.) total oral vocabulary for both English and Spanish. 2.) the preference or tendency to rely on one language or the other. 3.)English and Spanish oral vocabulary scores and the extent of bilingual oral vocabulary development.

Part II of this test measures the child's own output of verbal material by using the two pictures as stimuli. In this situation, the child is asked to tell a story based on a picture and to respond to questions. This method will give a more detailed language sample illustrating different components of a language acquisition such as phonetic, morphemic and syntactic abilities. The responses obtained on the Pictorial Test of Bilingualism and Language Dominance will yield the following results placing the child in one of four categories of bilingualism/monolingualism.

LEVEL I - Responses are single vocabulary words and linking words that identify objects or describe actions. Responses do not communicate complete thoughts. Sentences aren't formed.
LEVEL 2 - Responses communicate complete thoughts but tenses are grammatically incorrect and/or incomplete.
LEVEL 3 - Responses are gramatically correct sentences that communicate complete thoughts with subject/verb/object relationships expressed.
LEVEL 0 - The child cannot respond in the language. He has no expressive vocabulary in the language and/or cannot understand directions given in the language.

These tests take different approaches, but all aim toward a similar goal: assessment of the bilingual child's language by measuring his vocabulary, sentence structure and/or word usage. Because the child's total language is an infinite body, no one test can accurately predict how "bilingual" a child is. The results of each of the language tests can be useful in contributing to an overall assessment of language dominance in the bilingual child.